2009
AMENDMENTS
to the
Program of Studies: Junior High Schools

1. **Replace** (2008) front-end pages i to v and Preamble pages 1 to 4 with **revised** (2009) front-end pages i to vi and Preamble pages 1 to 4.

2. MATHEMATICS

   - **Replace** Mathematics, page 1 (Revised 2008), following the Mathematics divider, with **revised** Mathematics, page 1 (Revised 2009).

3. SCIENCE

   - **Replace** Science 7–8–9, pages 1 to 73 (2003), with **revised** Science 7–8–9, pages 1 to 73 (2003 – Updated 2009).

   Note: Pages 13, 15, 20, 21, 32, 51–54, 56, 57, 61, 62, 65–67, 70 and 71 contain minor amendments to the 2003 version of this document and are footnoted as (2003 – Updated 2009).

4. SOCIAL STUDIES

   - **Replace** Social Studies, page 1 (Revised 2007), following the Social Studies divider, with **revised** Social Studies, page 1 (Revised 2009).

   - **Insert new** Grade 9 (2007), pages 1 to 10, following Grade 8 (2007), page 9.

   - **Remove and discard** Social Studies A.1 to C.26 (Revised 1989).

5. ABORIGINAL LANGUAGE AND CULTURE PROGRAMS

   - **Replace** the Aboriginal Language and Culture Programs title page, following the Aboriginal Language and Culture Programs divider.

   - **Insert new** Cree Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 43, following Cree Language and Culture Six-year Program, Grades 7–8–9, page 44.

(continued)

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(continued)

6.

(2006), with **revised** English Language Arts 8–9, pages 1 and 3 (Revised 2009).

- **Replace** Mathematics 8–9, pages 1 and 3 (2006), with **revised** Mathematics 8–9, pages 1 and 3 (Revised 2009).

- **Replace** Science 8–9, pages 1 and 3 (2006), with **revised** Science 8–9, pages 1 and 3 (Revised 2009).

- **Replace** Social Studies 8–9, pages 1 and 3 (2007), with **revised** Social Studies 8–9, pages 1 and 3 (Revised 2009).

7. SECOND LANGUAGES

- **Replace** the Second Languages title page, following the Second Languages divider.

- **Insert new** Chinese Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 40, following Chinese Language and Culture Six-year Program, Grades 7–8–9, page 35.

- **Insert new** German Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 36, following German Language and Culture Six-year Program, Grades 7–8–9, page 36.

- **Insert new** Japanese Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 40, following Japanese Language and Culture Six-year Program, Grades 7–8–9, page 36.

- **Insert new** Punjabi Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 36, following Japanese Language and Culture Nine-year Program, Grades 7–8–9, page 40.

- **Insert new** Spanish Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 38, following Spanish Language and Culture Six-year Program, Grades 7–8–9, page 34.

- **Insert new** Ukrainian Language and Culture Nine-year Program, Grades 7–8–9, pages 1 to 36, following Ukrainian Language and Culture Six-year Program, Grades 7–8–9, page 36.

PROGRAM *of* STUDIES

Junior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, December 7, 2007.

Alberta
EDUCATION

PROGRAM OF STUDIES: JUNIOR HIGH

2009 CONTENTS

PREAMBLE

Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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The dates in the grid indicate the most current and up-to-date sections in each program of studies.

❶ Program information only.

Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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Electro-Technologies	2009	2009	2009
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Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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Chinese Language and Culture Nine-year Program, Grades 7–8–9	2009	2009	2009
French as a Second Language Nine-year Program, Grades 4–12	2004	2004	2004
German Language and Culture Six-year Program, Grades 7–8–9	2006	2006	2006
German Language and Culture Nine-year Program, Grades 7–8–9	2008	2008	2008
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Spanish Language and Culture Six-year Program, Grades 7–8–9	2006	2006	2006
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Ukrainian Language and Culture Six-year Program, Grades 7–8–9	2005	2005	2005
Ukrainian Language and Culture Nine-year Program, Grades 7–8–9	2008	2008	2008

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found on the Learning Resources Centre Web site at http://www.lrc.education.gov.ab.ca.

Resources can also be accessed through the:

- Authorized Resources Database at http://education.alberta.ca/apps/lrdb.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found on the Alberta Education Web site at http://education.alberta.ca.

PROGRAM FOUNDATIONS

Alberta's Education System[1]

Vision

Education inspires and enables students to achieve success and fulfillment as citizens in a changing world.

Mission

Every child has access to educational opportunities needed to develop knowledge, skills and attributes required for an enriched society and a sustainable economy.

Values

- Respect
- Integrity
- Accountability
- Excellence

Principles

Student Centred

- Our highest priority is the success of each student.

Collaborative

- We encourage the community, teachers, parents and other partners and stakeholders to work together to provide a safe and caring learning environment and the appropriate support structures that allow children the opportunity to maximize their potential.

Responsive

- Education programs are flexible, anticipate student needs, provide opportunities for parent and student choice, and provide opportunities for students to find their passions and achieve their potential.

Innovative

- We lead innovation in support of improved student learning outcomes.

Leading

- Alberta demonstrates continuous improvement in providing high quality programs and services that support students in attaining individual success and academic excellence.

Accessible

- Every student in Alberta has the right of access to a quality education responsive to the student's needs and abilities.

Equitable

- Equitable educational resources and high quality learning opportunities are provided to all students.

Accountable

- We are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Core Business 1: Lead and support the education system so that all students are successful at learning

Goal 1 – High quality learning opportunities

Goal 2 – Excellence in student learning outcomes

Goal 3 – Success for First Nations, Métis and Inuit students

Goal 4 – Highly responsive and responsible education system

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[1] Excerpted from the *Education Business Plan 2009–12*, March 17, 2009. This plan is available on the Alberta Education Web site at http://education.alberta.ca

Goals and Standards Applicable to the Provision of Basic Education in Alberta❶

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

(a) read for information, understanding and enjoyment
(b) write and speak clearly, accurately and appropriately for the context
(c) use mathematics to solve problems in business, science and daily-life situations
(d) understand the physical world, ecology and the diversity of life
(e) understand the scientific method, the nature of science and technology, and their application to daily life
(f) know the history and geography of Canada and have a general understanding of world history and geography
(g) understand Canada's political, social and economic systems within a global context
(h) respect the cultural diversity and common values of Canada

(i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
(j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
(k) know the basic requirements of an active, healthful lifestyle
(l) understand and appreciate literature, the arts and the creative process
(m) research an issue thoroughly, and evaluate the credibility and reliability of information sources
(n) demonstrate critical and creative thinking skills in problem solving and decision making
(o) demonstrate competence in using information technologies
(p) know how to work independently and as part of a team
(q) manage time and other resources needed to complete a task
(r) demonstrate initiative, leadership, flexibility and persistence
(s) evaluate their own endeavours and continually strive to improve
(t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

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❶ Excerpted from Ministerial Order (#004/98) This ministerial order is available on the Alberta Education Web site at http://education.alberta.ca/department/policy/standards.aspx

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

(a) prescribe religious instruction to be offered to its students;

(b) prescribe religious exercises for its students;

(c) prescribe patriotic instruction to be offered to its students;

(d) prescribe patriotic exercises for its students;

(e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

(a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or

(b) to remain in the classroom or place without taking part in the instruction or exercises.
1988 cS–3.1 s33;1990 c36 s16

MATHEMATICS

The Mathematics Kindergarten to Grade 9 Program of Studies is under revision. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2008–2009	Kindergarten Grade 1 Grade 4 Grade 7
2009–2010	**Grade 2** **Grade 5** **Grade 8**
2010–2011	Grade 3 Grade 6 Grade 9

Note: For the 2009–2010 school year, the new provincially implemented Grade 8 of the Mathematics Kindergarten to Grade 9 Program of Studies (2007) replaces Grade 8 in the existing (1996) program of studies.

SCIENCE
GRADES 7–8–9

PROGRAM RATIONALE AND PHILOSOPHY

Students graduating from Alberta schools require the scientific and related technological knowledge and skills that will enable them to understand and interpret their world and become productive members of society. They also need to develop attitudes that will motivate them to use their knowledge and skills in a responsible manner. Science programs provide opportunities for students to develop knowledge, skills and attitudes that they need to explore interests and prepare for further education and careers.

To become scientifically literate, students must develop a thorough knowledge of science and its relationship to technologies and society. They must also develop the broad-based skills needed to identify and analyze problems; explore and test solutions; and seek, interpret and evaluate information. To ensure that programs are relevant to students as well as societal needs, a science program must present science in meaningful context—providing opportunities for students to explore the process of science, its applications and implications, and to examine related technological problems and issues. By doing so, students become aware of the role of science in responding to social and cultural change and in meeting needs for a sustainable environment, economy and society.

Program Vision

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

Diverse learning experiences within the science program provide students with opportunities to explore, analyze and appreciate the interrelationships among science, technology, society and the environment, and develop understandings that will affect their personal lives, their careers and their futures.
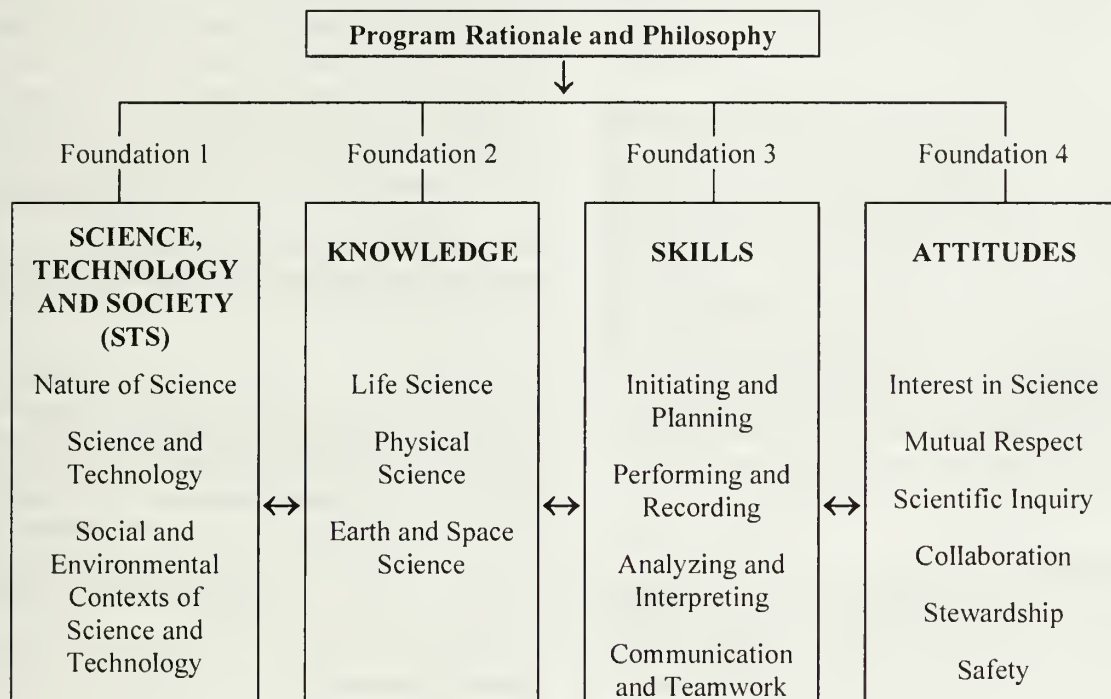
Goals

The following goals for Canadian science education are addressed through the Alberta science program. Science education will:

- encourage students at all grade levels to develop a critical sense of wonder and curiosity about scientific and technological endeavours
- enable students to use science and technology to acquire new knowledge and solve problems, so that they may improve the quality of their own lives and the lives of others

- prepare students to critically address science-related societal, economic, ethical and environmental issues
- provide students with a foundation in science that creates opportunities for them to pursue progressively higher levels of study, prepares them for science-related occupations, and engages them in science-related hobbies appropriate to their interests and abilities
- enable students, of varying aptitudes and interests, to develop a knowledge of the wide spectrum of careers related to science, technology and the environment.

PROGRAM FOUNDATIONS

To support the development of science literacy, school programs must provide a foundation of learning experiences that address critical aspects of science and its application. These critical areas—the foundations of the program—provide general direction for the program and identify major components of its structure.

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                    ┌─────────────────────────────────────────┐
                    │   Program Rationale and Philosophy       │
                    └─────────────────────────────────────────┘
                                      ↓
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Foundation 1	Foundation 2	Foundation 3	Foundation 4
SCIENCE, TECHNOLOGY AND SOCIETY (STS) Nature of Science Science and Technology Social and Environmental Contexts of Science and Technology	**KNOWLEDGE** Life Science Physical Science Earth and Space Science	**SKILLS** Initiating and Planning Performing and Recording Analyzing and Interpreting Communication and Teamwork	**ATTITUDES** Interest in Science Mutual Respect Scientific Inquiry Collaboration Stewardship Safety

↔ between each column

Foundation 1
Science, Technology and Society (STS)—*Students will* develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

Foundation 2
Knowledge—*Students will* construct knowledge and understandings of concepts in life science, physical science and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge.

Foundation 3
Skills—*Students will* develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions.

Foundation 4
Attitudes—*Students will be encouraged to* develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment.

Foundation 1: Science, Technology and Society (STS)

Foundation 1 is concerned with understanding the scope and character of science, its connections to technology, and the social context in which it is developed. The following is a brief introduction to the major ideas that underlie this component of the program.

Nature of Science

Science provides an ordered way of learning about the nature of things, based on observation and evidence. Through science, we explore our environment, gather knowledge and develop ideas that help us interpret and explain what we see. Scientific activity provides a conceptual and theoretical base that is used in predicting, interpreting and explaining natural and technological phenomena. Science is driven by a combination of specific knowledge, theory and experimentation. Science-based ideas are continually being tested, modified and improved as new knowledge and explanations supersede existing knowledge and explanations.

Science and Technology

Technology is concerned with solving practical problems that arise from human needs. Historically, the development of technology has been strongly linked to the development of science, with each making contributions to the other. While there are important relationships and interdependencies, there are also important differences. Where the focus of science is on the development and verification of knowledge, in technology the focus is on the development of solutions, involving devices and systems that meet a given need within the constraints of the problem. The test of science knowledge is that it helps us explain, interpret and predict; the test of technology is that it works—it enables us to achieve a given purpose.

Social and Environmental Contexts of Science and Technology

The history of science shows that scientific development takes place within a social context. Many examples can be used to show that cultural and intellectual traditions have influenced the focus and methodologies of science, and that science in turn has influenced the wider world of ideas.

Today, research is often driven by societal and environmental needs and issues. As technological solutions have emerged from previous research, many of the new technologies have given rise to complex social and environmental issues. Increasingly, these issues are becoming part of the political agenda. The potential of science to inform and empower decision making by individuals, communities and society is a central role of scientific literacy in a democratic society.

Foundation 2: Knowledge

Foundation 2 focuses on the subject matter of science, including the theories, models, concepts and principles that are essential to an understanding of each science area. For organizational purposes, this foundation is framed using widely accepted science disciplines.

Life Science

Life science deals with the growth and interactions of life forms within their environments in ways that reflect their uniqueness, diversity, genetic continuity and changing nature. Life science includes such fields of study as ecosystems, biological diversity, the study of organisms, the study of the cell, biochemistry, genetic engineering and biotechnology.

Physical Science

Physical science, which encompasses chemistry and physics, deals with matter, energy and forces. Matter has structure, and there are interactions among its components. Energy links matter to gravitational, electromagnetic and nuclear forces in the universe. The conservation laws of mass and energy, momentum and charge, are addressed in physical science.

Earth and Space Science

Earth and space science brings global and universal perspectives to student knowledge. Earth, our home planet, exhibits form, structure and patterns of change, as does our surrounding solar system and the physical universe beyond it. Earth and space science includes such fields of study as geology, meteorology and astronomy.

Foundation 3: Skills

Foundation 3 is concerned with the skills that students develop in answering questions, solving problems and making decisions. While these skills are not unique to science, they play an important role in the development of scientific understandings and in the application of science and technology to new situations. Four broad skill areas are outlined in this program of studies. Each skill area is developed at each grade level with increasing scope and complexity of application.

Initiating and Planning

These are the skills of questioning, identifying problems, and developing preliminary ideas and plans.

Performing and Recording

These are the skills of carrying out a plan of action that involves gathering evidence by observation and, in most cases, manipulating materials and equipment.

Analyzing and Interpreting

These are the skills of examining information and evidence; processing and presenting data so that it can be interpreted; and interpreting, evaluating and applying the results.

Communication and Teamwork

In science, as in other areas, communication skills are essential at every stage where ideas are being developed, tested, interpreted, debated and agreed upon. Teamwork skills are also important, as the development and application of science ideas is a collaborative process both in society and in the classroom.

Foundation 4: Attitudes

Foundation 4 is concerned with generalized aspects of behaviour—commonly referred to as attitudes. Attitude outcomes are of a different form than outcomes for skills and knowledge: they are exhibited in a different way, and they have deeper roots in the experiences that students bring to school. Attitude development is a lifelong process that involves the home, the school, the community and society at large. Attitudes are best shown not by the events of a particular moment but by the pattern of behaviours over time. Development of positive attitudes plays an important role in students' growth by interacting with their intellectual development and creating a readiness for responsible application of what is learned.

Interest in Science

Students will be encouraged to develop enthusiasm and continuing interest in the study of science.

Mutual Respect

Students will be encouraged to appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds.

Scientific Inquiry

Students will be encouraged to develop attitudes that support active inquiry, problem solving and decision making.

Collaboration

Students will be encouraged to develop attitudes that support collaborative activity.

Stewardship

Students will be encouraged to develop responsibility in the application of science and technology in relation to society and the natural environment.

Safety

Students will be encouraged to demonstrate a concern for safety in science and technology contexts.

PROGRAM ORGANIZATION AND FORMAT

This program of studies is organized into units as outlined below.

Unit of Study	Grade 7	Grade 8	Grade 9
A	Interactions and Ecosystems	Mix and Flow of Matter	Biological Diversity
B	Plants for Food and Fibre	Cells and Systems	Matter and Chemical Change
C	Heat and Temperature	Light and Optical Systems	Environ-mental Chemistry
D	Structures and Forces	Mechanical Systems	Electrial Principles and Technologies
E	Planet Earth	Freshwater and Saltwater Systems	Space Exploration

Unit Organization

In Grade 7, Grade 8 and Grade 9, five units of study are outlined. Each unit includes the following components.

Unit Overview

Each unit of study begins with an overview that introduces the contents of the unit and suggests an approach to its development.

Focusing Questions

These questions frame a context for introducing the unit and suggest a focus for investigative activities and application of ideas by students.

Key Concepts

Key concepts identify major ideas to be developed in each unit. Some of the key concepts may be addressed in additional units at the same grade level, as well as at other grade/course levels. The intended scope of treatment of these concepts is indicated by the outcomes.

Outcomes

Two levels of outcomes are provided in this program of studies.

- General Outcomes: These are the major outcomes for each unit. For Foundations 1 and 2 (STS and knowledge), the outcomes are combined and unique to each unit. For Foundation 3 (skills) and Foundation 4 (attitudes), the outcomes are common to all units.
- Specific Outcomes: These are detailed outcomes that flesh out the scope of each unit. They are shown in bulleted form.

Examples

Many of the outcomes are supported by examples. The examples **do not form part of the required program** but are provided as an illustration of how the outcomes might be developed. Illustrative examples are written in *italics* and are separated from the outcomes by being placed in parentheses.

Unit Emphases

Each unit of study begins with an overview and a set of focusing questions that identify a context for study. In defining the context, one of the following areas of emphasis is identified for each unit.

- Nature of Science Emphasis: In these units, student attention is focused on the processes by which scientific knowledge is developed and tested, and on the nature of the scientific knowledge itself. The skills emphasized in these units are the skills of scientific inquiry.
- Science and Technology Emphasis: In these units, students seek solutions to practical problems by developing and testing prototypes, products and techniques to meet a given need. The skills emphasized are those of problem solving, in combination with the skills of scientific inquiry.
- Social and Environmental Emphasis: In these units, student attention is focused on issues and decisions relating to how science and technology are applied. Skill emphasis is on the use of research and inquiry skills to inform the decision-making process; students seek and analyze information and consider a variety of perspectives.

Developing a Nature of Science Emphasis (Grades 7–9)

An emphasis on the Nature of Science provides opportunities to develop the following concepts and skills.

Concepts
- The goal of science is knowledge about the natural world.
- Scientific knowledge develops through observation, experimentation, the discovery of patterns and relationships, and the proposal of explanations.
- Scientific knowledge results from the shared work of many people over time.
- Scientific knowledge is subject to change as new evidence is gathered and new interpretations of data are made.
- The process of scientific investigation includes:
  - clearly defining research questions or ideas to be tested
  - developing procedures for investigation
  - preparing accurate records of observations and measurements
  - evaluating ideas through critical examination of evidence.
- Scientific ideas are conceptual inventions that help organize, interpret and explain findings.
  - Models and theories are often used in interpreting and explaining observations, and in predicting future observations.
  - Conventions of nomenclature and notation provide a basis for organizing and communicating science knowledge; e.g., chemical symbols.
  - Scientific language is precise, and specific terms may be used in each field of study.
- Science cannot provide complete answers to all questions.

Skills (focus on scientific inquiry)
Initiating and Planning; e.g.,
- identify questions to investigate
- define and delimit questions to facilitate investigation
- state a prediction and a hypothesis based on background information or an observed pattern of events
- select appropriate methods and tools for collecting data and information.

Performing and Recording; e.g.,
- carry out procedures, controlling the major variables
- use appropriate instruments effectively and accurately for collecting data
- organize data, using a format that is appropriate to the task or experiment
- use apparatus safely.

Analyzing and Interpreting; e.g.,
- interpret patterns and trends in data, and infer and explain relationships among the variables
- predict the value of a variable by interpolating or extrapolating from graphical data
- identify and suggest explanations for discrepancies in data
- state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea.

Communication and Teamwork; e.g.,
- work cooperatively with team members to develop and carry out a plan and troubleshoot problems as they arise
- recommend an appropriate way of summarizing and interpreting findings
- evaluate individual and group processes used in planning and carrying out investigative tasks.

Developing a Science and Technology Emphasis (Grades 7–9)

An emphasis on the Science–Technology connection provides opportunities to develop the following concepts and skills.

Concepts

- The goal of technology is to provide solutions to practical problems.
- Technological development may involve trial and error, as well as application of knowledge from related scientific fields.
- Technological problems often lend themselves to multiple solutions, involving different designs, materials and processes.
- Scientific knowledge may lead to the development of new technologies, and new technologies may lead to scientific discovery.
- The process for technological development includes:
  - clearly defining problems to be solved and requirements to be met
  - developing designs and prototypes
  - testing and evaluating designs and prototypes.
- The products of technology are devices, systems and processes that meet given needs.
- The appropriateness of technologies needs to be assessed for each potential application—a proposed technological solution may not be appropriate to the context.

Skills (focus on problem solving)

Initiating and Planning; e.g.,

- define practical problems
- identify questions to investigate arising from practical problems
- propose alternative solutions to a given practical problem, select one, and develop a plan
- select appropriate methods and tools for collecting data and information and for solving problems.

Performing and Recording; e.g.,

- research information relevant to a given problem
- construct and test prototype designs
- use tools and apparatus safely.

Analyzing and Interpreting; e.g.,

- identify and troubleshoot problems, and refine the operation of prototype devices
- evaluate designs and prototypes in terms of function, reliability, safety, efficient use of materials and impact on the environment
- identify and evaluate potential applications of findings
- identify new questions and problems that arise from what was learned.

Communication and Teamwork; e.g.,

- work cooperatively with team members to develop and carry out a plan and troubleshoot problems as they arise
- recommend an approach to solving a given problem, based on findings
- evaluate individual and group processes used in planning and carrying out problem-solving tasks.

Developing a Social and Environmental Emphasis (Grades 7–9)

An emphasis on the Social–Environmental connection provides opportunities to develop the following concepts and skills.

Concepts
- Science and technology are developed to meet human needs and expand human capability.
- Science and technology have contributed to human well-being and have influenced, and been influenced by, social development.
- Science and technology have both intended and unintended consequences for humans and the environment.
- Society provides direction for scientific and technological development.
  - Canadian society supports scientific research and technological development that helps achieve a sustainable society, economy and environment.
  - Decisions regarding scientific and technological development involve a variety of considerations, including social, environmental, ethical and economic considerations.
  - Society supports scientific and technological development by recognizing accomplishments, publishing and disseminating results, and providing financial support.
- Scientific and technological activity may arise from, and give rise to, such personal and social values as accuracy, honesty, perseverance, tolerance, open-mindedness, critical-mindedness, creativity and curiosity.
- Science and technology provide opportunities for a diversity of careers, for the pursuit of hobbies and interests, and for meeting personal needs.

Skills (focus on research and inquiry skills to inform the decision-making process)
Initiating and Planning; e.g.,
- identify science-related issues
- identify questions to investigate arising from science-related issues
- select appropriate methods and tools for collecting relevant data and information.

Performing and Recording; e.g.,
- research information relevant to a given question, problem or issue
- identify information and data that are relevant to the issue
- select and integrate information from various print and electronic sources, or from several parts of the same source.

Analyzing and Interpreting; e.g.,
- apply given criteria for evaluating evidence and sources of information
- identify new questions and problems that arise from what was learned
- identify and evaluate potential applications of findings.

Communication and Teamwork; e.g.,
- work cooperatively with team members to develop and carry out a plan and troubleshoot problems as they arise
- defend a given position on an issue, based on findings
- evaluate individual and group processes used in investigating an issue and in evaluating alternative decisions.

GRADE 7

Unit A: Interactions and Ecosystems (Social and Environmental Emphasis)

Overview: Ecosystems develop and are maintained by natural processes and are affected by human action. To foster an understanding of ecosystems, this unit develops student awareness of ecosystem components and interactions, as well as natural cycles and processes of change. Building on this knowledge, students investigate human impacts and engage in studies that involve environmental monitoring and research. By reflecting on their findings, students become aware of the intended and unintended consequences of human activity, and recognize the need for responsible decision making and action.

Focusing Questions: How do human activities affect ecosystems? What methods can we use to observe and monitor changes in ecosystems, and assess the impacts of our actions?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- interactions and interdependencies
- environmental monitoring
- environmental impacts
- producers, consumers, decomposers
- nutrient cycles and energy flow

- species distribution
- succession
- endangered species
- extinction
- environmental management

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
   - illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases
   - describe examples of interaction and interdependency within an ecosystem *(e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures—as, for example, in aboriginal cultures)*
   - identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them *(e.g., identify impacts of the use of plants and animals as sources of food, fibre and other materials; identify potential impacts of waste products on environments)*
   - analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions

2. Trace and interpret the flow of energy and materials within an ecosystem
   - analyze an ecosystem to identify biotic and abiotic components, and describe interactions among these components
   - analyze ecosystems to identify producers, consumers and decomposers; and describe how energy is supplied to and flows through a food web, by:
     - describing and giving examples of energy and nutrient storage in plants and animals
     - describing how matter is recycled in an ecosystem through interactions among plants, animals, fungi, bacteria and other microorganisms
     - interpreting food webs, and predicting the effects of changes to any part of a web
   - describe the process of cycling carbon and water through an ecosystem

- identify mechanisms by which pollutants enter and move through the environment, and can become concentrated in some organisms *(e.g., acid rain, mercury, PCBs, DDT)*

3. Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment
   - investigate a variety of habitats, and describe and interpret distribution patterns of living things found in those habitats *(e.g., describe and compare two areas within the school grounds—a relatively undisturbed site and a site that has been affected by heavy use; describe and compare a wetland and a dryland area in a local parkland)*
   - investigate and interpret evidence of interaction and change *(e.g., population fluctuations, changes in weather, availability of food or introduction of new species into an ecosystem)*
   - identify signs of ecological succession in local ecosystems *(e.g., emergence of fireweed in recently cut forest areas, replacement of poplar by spruce in maturing forests, reestablishment of native plants on unused farmland)*

4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
   - identify intended and unintended consequences of human activities within local and global environments *(e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction)*
   - describe and interpret examples of scientific investigations that serve to inform environmental decision making
   - illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments *(e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding)*
   - analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences *(e.g., analyze a local issue on the control of the beaver population in a nearby wetland, and identify possible consequences)*

Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
- identify science-related issues *(e.g., identify a specific issue regarding human impacts on environments)*
- identify questions to investigate arising from practical problems and issues *(e.g., identify questions, such as: "What effects would an urban or industrial development have on a nearby forest or farming community?")*
- state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict changes in the population of an organism if factor X were increased, or if a species were introduced or removed from the ecosystem; propose factors that will affect the population of a given animal species)*

- select appropriate methods and tools for collecting data and information *(e.g., select or develop a method for estimating a plant population within a given study plot; design a survey as a first step in investigating an environmental issue)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- research information relevant to a given problem or issue
- select and integrate information from various print and electronic sources or from several parts of the same source *(e.g., compile information on a global environmental issue from books, magazines, pamphlets and Internet sites, as well as from conversations with experts)*
- use tools and apparatus effectively and accurately for collecting data *(e.g., measure factors, such as temperature, moisture, light, shelter and potential sources of food, that might affect the survival and distribution of different organisms within a local environment)*
- estimate measurements *(e.g., estimate the population of a given plant in a one square metre quadrat, and use this figure to estimate the population within an area of 100 square metres)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- identify strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare two different approaches to measuring the amount of moisture in an environment; analyze information presented by proponents on two sides of an environmental issue)*
- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs *(e.g., illustrate a food web, based on observations made within a given environment)*
- classify organisms found in a study plot

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., present findings from an analysis of a local issue, such as the control of the beaver population in a nearby wetland)*
- evaluate individual and group processes used in planning, problem solving, decision making and completing a task
- defend a given position on an issue, based on their findings *(e.g., make a case for or against on an issue, such as: "Should a natural gas plant be located near a farming community?")*

Attitude Outcomes

Interest in Science

Students will be encouraged to:
Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., take an interest in media reports on environmental issues, and seek out further information; express an interest in conducting scientific investigations of their own design; develop an interest in careers related to environmental sciences)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for aboriginal perspectives on the link between humans and the environment)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., take the time to accurately gather evidence and use instruments carefully; consider observations, ideas and perspectives from a number of sources during investigations and before drawing conclusions and making decisions)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., consider alternative ideas, perspectives and approaches suggested by members of the group; share the responsibility for carrying out decisions)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., assume personal responsibility for their impact on the environment; predict consequences of proposed personal actions on the environment; consider both immediate and long-term consequences of group actions; identify, objectively, potential conflicts between responding to human wants and needs and protecting the environment)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., select safe methods and tools for collecting evidence and solving problems; assume personal responsibility for their involvement in a breach of safety or in waste disposal procedures)*

Unit B: Plants for Food and Fibre (Science and Technology Emphasis)

Overview: Humans have always depended on plants as a source of food and fibre, and to meet a variety of other needs. To better meet these needs, technologies have been developed for selecting and breeding productive plant varieties and for maximizing their growth by modifying growing environments. Long-term sustainability requires an awareness of the practices humans use and an examination of the impacts of these practices on the larger environment.

Focusing Questions: How do we produce useful plant products? What techniques do we use, what knowledge are these techniques based on, and how do we apply these techniques in a sustainable way?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- needs and uses of plants
- plant propagation and reproduction
- life processes and structure of plants
- fertilizers and soil nutrients
- chemical and biological controls

- plant varieties
- selective breeding
- monocultures
- resource management
- sustainability

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate plant uses; and identify links among needs, technologies, products and impacts
   - illustrate and explain the essential role of plants within the environment
   - describe human uses of plants as sources of food and raw materials, and give examples of other uses *(e.g., identify uses of plants as herbs or medicines; describe plant products, and identify plant sources on which they depend)*
   - investigate trends in land use from natural environments *(e.g., forests, grasslands)* to managed environments *(e.g., farms, gardens, greenhouses)* and describe changes
   - investigate practical problems and issues in maintaining productive plants within sustainable environments, and identify questions for further study *(e.g., investigate the long-term effects of irrigation practices or fertilizer use)*

2. Investigate life processes and structures of plants, and interpret related characteristics and needs of plants in a local environment
   - describe the general structure and functions of seed plants *(e.g., describe the roots, stem, leaves and flower of a common local plant)*
   - investigate and interpret variations in plant structure, and relate these to different ways that plants are adapted to their environment *(e.g., distinguish between plants with shallow spreading roots and those with deep taproots; describe and interpret differences in flower form and in the timing of flower production)*
   - investigate and interpret variations in needs of different plants and their tolerance for different growing conditions *(e.g., tolerance for drought, soil salinization or short growing seasons)*
   - describe the processes of diffusion, osmosis, conduction of fluids, transpiration, photosynthesis and gas exchange in plants *[Note: This item requires a general understanding of the processes; it does not require knowledge of the specific biochemistry of these processes.]*

- describe life cycles of seed plants, and identify example methods used to ensure their germination, growth and reproduction *(e.g., describe propagation of plants from seeds and vegetative techniques, such as cuttings; conduct a germination study; describe the use of beehives to support pollination)*

3. Analyze plant environments, and identify impacts of specific factors and controls
   - describe methods used to increase yields, through modifying the environment and by creating artificial environments *(e.g., describe processes used in raising bedding plants or in vegetable production through hydroponics)*
   - investigate and describe characteristics of different soils and their major component *(e.g., distinguish among clayey soils, sandy soils and soils rich in organic content; investigate and describe particle sizes, compaction and moisture content of soil samples)*
   - identify practices that may enhance or degrade soils in particular applications
   - describe and interpret the consequences of using herbicides, pesticides and biological controls in agriculture and forestry

4. Identify and interpret relationships among human needs, technologies, environments, and the culture and use of living things as sources of food and fibre
   - investigate and describe the development of plant varieties through selective breeding, and identify related needs and problems *(e.g., identify needs leading to the development of new grain varieties; identify problems arising from the development of new plant varieties that require extensive fertilization)*
   - investigate and identify intended and unintended consequences of environmental management practices *(e.g., identify problems arising from monocultural land use in agricultural and forestry practices, such as susceptibility to insect infestation or loss of diversity)*
   - identify the effects of different practices on the sustainability of agriculture and environmental resources *(e.g., identify positive and negative effects of using chemical fertilizers and pesticides and of using organic farming practices)*

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - define practical problems *(e.g., identify problems in growing plants under dry conditions)*
   - identify questions to investigate arising from practical problems and issues *(e.g., What methods will help limit moisture loss from plants and soil? What reduction in the loss of soil moisture can be achieved through the use of a plastic ground sheet or through the use of a plastic canopy?)*
   - rephrase questions in a testable form, and clearly define practical problems *(e.g., rephrase a broad question, such as: "What amount of fertilizer is best?" to become "What effect will the application of different quantities of fertilizer X have on the growth of plant Y and its environment?")*
   - state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict the effect of a particular plant treatment)*
   - formulate operational definitions *(e.g., define the health of a plant in terms of its colour and growth pattern)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- research information relevant to a given problem
- construct and test a prototype design to achieve a specific purpose *(e.g., develop and test a device for watering house plants over a two-week absence)*
- observe and record data, and create simple line drawings *(e.g., describe plant growth, using qualitative and quantitative observations; draw and describe plant changes resulting from an experimental procedure)*
- estimate measurements *(e.g., estimate plant populations; estimate the surface area of a leaf)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- identify strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare two different ways to measure the amount of moisture in soil; evaluate different ways of presenting data on the health and growth of plants)*
- use and/or construct a classification key *(e.g., distinguish among several grain varieties, using a classification guide or key)*
- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs *(e.g., prepare a record of a plant's growth that charts its development in terms of height, leaf development, flowering and seed production)*
- identify new questions and problems that arise from what was learned

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- receive, understand and act on the ideas of others *(e.g., adopt and use an agreed procedure for counting or estimating the population of a group of plants)*
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., show the growth of a group of plants over time through a data table and diagrams)*
- evaluate individual and group processes used in planning, problem solving, decision making and completing a task

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., observe plants in the local community, and ask questions about plants with unusual characteristics; pursue a hobby related to the study of living things; express an interest in science-related/technology-related careers)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of the diversity of agricultural practices used by societies around the world at different times through history; appreciate the role of Aboriginal knowledge in identifying useful herbs and medicines)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., consider the nutrient content of food they eat and the potential presence of residues; consider observations and ideas from a number of sources, during investigations and before drawing conclusions)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group; share the responsibility for difficulties encountered in an activity)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., voluntarily care for plants in a school or home environment; assume personal responsibility for their impact on the environment; recognize that their consumption habits have environmental consequences)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., read the labels on materials before using them, and ask for help if safety symbols are not clear or understood; clean their work area during and after an activity)*

Unit C: Heat and Temperature (Social and Environmental Emphasis)

Overview: The production, transfer and transformation of heat energy plays an important role in meeting human needs. In learning about heat, students investigate sources and uses of heat energy and consider the impact of resource usage on our long-term ability to meet energy needs. In focusing their studies, students explore different applications, investigate the scientific principles involved and consider questions about the nature of heat. The particle model of matter is introduced to help students explain their observations and understand relationships between heat and temperature.

Focusing Questions: What heat-related technologies do we use to meet human needs? Upon what scientific principles are these technologies based? What implications do these technologies have for sustainable use of resources?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- heat energy needs and technologies
- thermal energy*
- particle model of matter
- temperature
- thermal expansion

- change of state
- heat transfer
- insulation and thermal conductivity
- thermal energy sources
- energy conservation

* **Note**: The terms *heat energy* and *thermal energy* may both be used in this unit. *Heat energy* is the more familiar term for younger students and is useful in introducing the topic. *Thermal energy* is the preferred scientific term and should be introduced during the unit to help prepare students for later grades.

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Illustrate and explain how human needs have led to technologies for obtaining and controlling thermal energy and to increased use of energy resources
   - investigate and interpret examples of heat-related technologies and energy use in the past *(e.g., investigate uses of heat for domestic purposes, such as cooking or home heating, and for industrial processes, such as ceramics, metallurgy or use of engines)*
   - trace linkages between human purposes and the development of heat-related materials and technologies *(e.g., development of hair dryers and clothes dryers; development of protective clothing, such as oven mitts, ski suits and survival clothing)*
   - identify and explain uses of devices and systems to generate, transfer, control or remove thermal energy *(e.g., describe how a furnace and wall thermostat keep a house at a constant temperature)*
   - identify examples of personal and societal choices in using energy resources and technology *(e.g., identify choices that affect the amount of hot water used in their daily routines; identify choices in how that water is heated)*

2. Describe the nature of thermal energy and its effects on different forms of matter, using informal observations, experimental evidence and models
   - compare heat transmission in different materials *(e.g., compare conduction of heat in different solids; compare the absorption of radiant heat by different surfaces)*

- explain how heat is transmitted by conduction, convection and radiation in solids, liquids and gases
- describe the effect of heat on the motion of particles; and explain changes of state, using the particle model of matter
- distinguish between heat and temperature; and explain temperature, using the concept of kinetic energy and the particle model of matter
- investigate and describe the effects of heating and cooling on the volume of different materials, and identify applications of these effects *(e.g., use of expansion joints on bridges and railway tracks to accommodate thermal expansion)*

3. Apply an understanding of heat and temperature in interpreting natural phenomena and technological devices
   - describe ways in which thermal energy is produced naturally *(e.g., solar radiation, combustion of fuels, living things, geothermal sources and composting)*
   - describe examples of passive and active solar heating, and explain the principles that underlie them *(e.g., design of homes to maximize use of winter sunshine)*
   - compare and evaluate materials and designs that maximize or minimize heat energy transfer *(e.g., design and build a device that minimizes energy transfer, such as an insulated container for hot drinks; evaluate different window coatings for use in a model home)*
   - explain the operation of technological devices and systems that respond to temperature change *(e.g., thermometers, bimetallic strips, thermostatically-controlled heating systems)*
   - describe and interpret the function of household devices and systems for generating, transferring, controlling or removing thermal energy *(e.g., describe in general terms the operation of heaters, furnaces, refrigerators and air conditioning devices)*
   - investigate and describe practical problems in controlling and using thermal energy *(e.g., heat losses, excess energy consumption, damage to materials caused by uneven heating, risk of fire)*

4. Analyze issues related to the selection and use of thermal technologies, and explain decisions in terms of advantages and disadvantages for sustainability
   - identify and evaluate different sources of heat and the environmental impacts of their use *(e.g., identify advantages and disadvantages of fossil fuel use; compare the use of renewable and nonrenewable sources in different applications)*
   - compare the energy consumption of alternative technologies for heat production and use, and identify related questions and issues *(e.g., compare the energy required in alternative cooking technologies, such as electric stoves, gas stoves, microwave ovens and solar cookers; identify issues regarding safety of fuels, hot surfaces and combustion products)*
   - identify positive and negative consequences of energy use, and describe examples of energy conservation in their home or community

Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify science-related issues *(e.g., identify an economic issue related to heat loss in a building)*
   - identify questions to investigate arising from a problem or issue *(e.g., ask a question about the source of cold air in a building, or about ways to prevent cold areas)*

- phrase questions in a testable form, and clearly define practical problems *(e.g., rephrase a general question, such as: "How can we cut heat loss through windows?" to become "What effect would the addition of a plastic layer have on heat loss through window glass?" or "How would the use of double- or triple-paned windows affect heat loss?")*
- design an experiment, and control the major variables *(e.g., design an experiment to evaluate two alternative designs for solar heating a model house)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- identify data and information that are relevant to a given problem or issue
- select and integrate information from various print and electronic sources or from several parts of the same source *(e.g., describe current solar energy applications in Canada, based on information from a variety of print and electronic sources)*
- use instruments effectively and accurately for collecting data and information *(e.g., accurately read temperature scales and use a variety of thermometers; demonstrate skill in downloading text, images, and audio and video files on methods of solar heating)*
- carry out procedures, controlling the major variables *(e.g., show appropriate attention to controls in investigations of the insulative properties of different materials)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs *(e.g., construct a database to enter, compare and present data on the insulative properties of different materials)*
- identify, and suggest explanations for, discrepancies in data
- identify and evaluate potential applications of findings *(e.g., the application of heat transfer principles to the design of homes and protective clothing)*
- test the design of a constructed device or system *(e.g., test a personally-constructed heating or cooling device)*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., use electronic hardware to generate data summaries and graphs of group data, and present these findings)*
- defend a given position on an issue, based on their findings *(e.g., defend the use of a particular renewable or nonrenewable source of heat energy in a particular application)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:
Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., apply ideas learned in asking and answering questions about everyday phenomena related to heat; show interest in a broad scope of science-related fields in which heat plays a significant role)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., appreciate Aboriginal home designs of the past and present that use locally-available materials; recognize that science and technology develop in response to global concerns, as well as to local needs; consider more than one factor or perspective when making decisions on STS issues)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., view a situation from different perspectives; propose options and compare them when making decisions or taking action)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., choose a variety of strategies, such as active listening, paraphrasing and questioning, in order to understand other points of view; seek consensus before making decisions)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., recognize the distinction between renewable and nonrenewable resources and the implications this has for responsible action; objectively identify potential conflicts between responding to human wants and needs and protecting the environment)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., demonstrate concern for self and others in planning and carrying out experimental activities involving the heating of materials; select safe methods for collecting evidence and solving problems)*

Unit D: Structures and Forces (Science and Technology Emphasis)

Overview: Structures can be found in both natural and human-constructed environments, serving a variety of purposes and taking a wide range of forms. In learning about structures, students investigate the properties of materials used, and test them under different loads and forces. They examine different ways that structural components are configured, analyze forces involved, and investigate resulting effects on structural strength and stability. As part of their study, students also examine construction methods used in the past and the present, and learn how science and technology link together in developing safe and efficient designs that meet human needs.

Focusing Questions: How do structures stand up under load? What forces act on structures, and what materials and design characteristics contribute to structural strength and stability?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- structural forms
- material strength and stiffness
- joints
- forces on and within structures (loads and stresses)
- direction of forces

- deformation
- structural stability
- modes of failure
- performance requirements
- margin of safety

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Describe and interpret different types of structures encountered in everyday objects, buildings, plants and animals; and identify materials from which they are made
   - recognize and classify structural forms and materials used in construction *(e.g., identify examples of frame structures, such as goal posts and girder bridges, examples of shell structures, such as canoes and car roofs, and examples of frame-and-shell structures, such as houses and apartment buildings)*
   - interpret examples of variation in the design of structures that share a common function, and evaluate the effectiveness of the designs *(e.g., compare and evaluate different forms of roofed structures, or different designs for communication towers)*
   - describe and compare example structures developed by different cultures and at different times; and interpret differences in functions, materials and aesthetics *(e.g., describe traditional designs of indigenous people and peoples of other cultures; compare classical and current designs; investigate the role of symmetry in design)*
   - describe and interpret natural structures, including the structure of living things and structures created by animals *(e.g., skeletons, exoskeletons, trees, birds' nests)*
   - identify points of failure and modes of failure in natural and built structures *(e.g., potential failure of a tree under snow load, potential failure of an overloaded bridge)*

2. Investigate and analyze forces within structures, and forces applied to them
   - recognize and use units of force and mass, and identify and measure forces and loads
   - identify examples of frictional forces and their use in structures *(e.g., friction of a nail driven into wood, friction of pilings or footings in soil, friction of stone laid on stone)*

- identify tension, compression, shearing and bending forces within a structure; and describe how these forces can cause the structure to fail *(e.g., identify tensile forces that cause lengthening and possible snapping of a member; identify bending forces that could lead to breakage)*
- analyze a design, and identify properties of materials that are important to individual parts of the structure *(e.g., recognize that cables can be used as a component of structures where only tensile forces are involved; recognize that beams are subject to tension on one side and compression on the other; recognize that flexibility is important in some structures)*
- infer how the stability of a model structure will be affected by changes in the distribution of mass within the structure and by changes in the design of its foundation *(e.g., infer how the stability of a structure will be affected by increasing the width of its foundation)*

3. Investigate and analyze the properties of materials used in structures
   - devise and use methods of testing the strength and flexibility of materials used in a structure *(e.g., measure deformation under load)*
   - identify points in a structure where flexible or fixed joints are required, and evaluate the appropriateness of different types of joints for the particular application *(e.g., fixed jointing by welding, gluing or nailing; hinged jointing by use of pins or flexible materials)*
   - compare structural properties of different materials, including natural materials and synthetics
   - investigate and describe the role of different materials found in plant and animal structures *(e.g., recognize the role of bone, cartilage and ligaments in vertebrate animals, and the role of different layers of materials in plants)*

4. Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety
   - demonstrate and describe methods to increase the strength of materials through changes in design *(e.g., corrugation of surfaces, lamination of adjacent members, changing the shape of components, changing the method of fastening)*
   - identify environmental factors that may affect the stability and safety of a structure, and describe how these factors are taken into account *(e.g., recognize that snow load, wind load and soil characteristics need to be taken into account in building designs; describe example design adaptations used in earthquake-prone regions)*
   - analyze and evaluate a technological design or process on the basis of identified criteria, such as costs, benefits, safety and potential impact on the environment

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
- identify practical problems *(e.g., identify a problem related to the stability of a structure)*
- propose alternative solutions to a practical problem, select one, and develop a plan *(e.g., propose an approach to increasing the stability of a structure)*
- select appropriate methods and tools for collecting data to solve problems *(e.g., use or develop an appropriate method for determining if the mass of a structure is well distributed over its foundation)*
- formulate operational definitions of major variables and other aspects of their investigations *(e.g., define flexibility of a component as the amount of deformation for a given load)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- research information relevant to a given problem
- organize data, using a format that is appropriate to the task or experiment *(e.g., use a database or spreadsheet for recording the deformation of components under different loads)*
- carry out procedures, controlling the major variables *(e.g., ensure that tests to determine the effect of any one variable are based on changes to that variable only)*
- use tools and apparatus safely *(e.g., select appropriate tools, and safely apply methods for joining materials; use saws and other cutting tools safely)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs, line graphs and scatterplots *(e.g., plot a graph, showing the deflection of different materials tested under load)*
- identify and evaluate potential applications of findings *(e.g., identify possible applications of materials for which they have studied the properties)*
- test the design of a constructed device or system *(e.g., test and evaluate a prototype design of a foundation for a model building to be constructed on sand)*
- evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment
- identify and correct practical problems in the way a prototype or constructed device functions

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., produce a work plan, in cooperation with other team members, that identifies criteria for selecting materials and evaluating designs)*
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., apply knowledge of structures in interpreting a variety of structures within their home community; ask questions about techniques and materials used, and show an interest in construction and engineering)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., recognize that a variety of structural forms have emerged from different cultures at different times in history)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., report the limitations of their designs; continue working on a problem or research project until the best possible solutions or answers are uncovered)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., accept various roles within a group, including that of leadership; remain interested and involved in decision making that requires full-group participation; understand that they may disagree with others but still work in a collaborative manner)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., consider the cause-and-effect relationships of personal actions and decisions)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., readily alter a procedure to ensure the safety of members of the group; carefully manipulate materials, using skills learned in class or elsewhere; listen attentively to safety procedures given by the teacher)*

Unit E: Planet Earth (Nature of Science Emphasis)

Overview: The scientific study of Earth is based on direct observation of landforms and materials that make up Earth's surface and on the sample evidence we have of Earth's interior. By studying this evidence, we discover patterns in the nature and distribution of Earth's materials, and in the kinds of changes that take place. This knowledge can be used in developing models for geologic structures and processes—models that help both scientists and students enlarge their understanding of their observations, and guide further investigation and research.

Focusing Questions: What do we know about Earth—about its surface and what lies below? What evidence do we have, and how do we use this evidence in developing an understanding of Earth and its changes?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- strata
- rocks and minerals
- rock cycle: formation of igneous rock, metamorphism and sedimentary processes
- mountain formation: folding and faulting
- crustal movement/plate tectonics

- geological time scale
- fossil formation
- weathering and erosion
- sudden and gradual/incremental change
- development of models based on observation and evidence

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Describe and demonstrate methods used in the scientific study of Earth and in observing and interpreting its component materials
   - investigate and interpret evidence that Earth's surface undergoes both gradual and sudden change *(e.g., recognize earthquakes, volcanoes and landslides as examples of sudden change; recognize glacial erosion and river erosion as examples of gradual/incremental change)*
   - interpret models that show a layered structure for Earth's interior; and describe, in general terms, evidence for such models
   - identify and explain the purpose of different tools and techniques used in the study of Earth *(e.g., describe and explain the use of seismographs and coring drills, as well as tools and techniques for the close examination of rocks; describe methods used in oil and gas exploration)*
   - explain the need for common terminology and conventions in describing rocks and minerals, and apply suitable terms and conventions in describing sample materials *(e.g., use common terms in describing the lustre, transparency, cleavage and fracture of rocks and minerals; apply the Mohs' scale in describing mineral hardness)*

2. Identify evidence for the rock cycle, and use the rock cycle concept to interpret and explain the characteristics of particular rocks
   - distinguish between rocks and minerals
   - describe characteristics of the three main classes of rocks—igneous, sedimentary and metamorphic—and describe evidence of their formation *(e.g., describe evidence of igneous rock formation, based on the study of rocks found in and around volcanoes; describe the role of fossil evidence in interpreting sedimentary rock)*

- describe local rocks and sediments, and interpret ways they may have formed
- investigate and interpret examples of weathering, erosion and sedimentation

3. Investigate and interpret evidence of major changes in landforms and the rock layers that underlie them
   - investigate and interpret patterns in the structure and distribution of mountain formations *(e.g., describe and interpret mountain formations of the North American cordillera)*
   - interpret the structure and development of fold and fault mountains
   - describe evidence for crustal movement, and identify and interpret patterns in these movements *(e.g., identify evidence of earthquakes and volcanic action along the Pacific Rim; identify evidence of the movement of the Pacific plate relative to the North American plate)*
   - identify and interpret examples of gradual/incremental change, and predict the results of those changes over extended periods of time *(e.g., identify evidence of erosion, and predict the effect of erosional change over a year, century and millennium; project the effect of a given rate of continental drift over a period of one million years)*

4. Describe, interpret and evaluate evidence from the fossil record
   - describe the nature of different kinds of fossils, and identify hypotheses about their formation *(e.g., identify the kinds of rocks where fossils are likely to be found; identify the portions of living things most likely to be preserved; identify possible means of preservation, including replacement of one material by another and formation of molds and casts)*
   - explain and apply methods used to interpret fossils *(e.g., identify techniques used for fossil reconstruction, based on knowledge of current living things and findings of related fossils; identify examples of petrified wood and bone)*
   - describe patterns in the appearance of different life forms, as indicated by the fossil record *(e.g., construct and interpret a geological time scale; and describe, in general terms, the evidence that has led to its development)*
   - identify uncertainties in interpreting individual items of fossil evidence; and explain the role of accumulated evidence in developing accepted scientific ideas, theories and explanations

Skill Outcomes (focus on scientific inquiry)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify questions to investigate *(e.g., How are rocks formed?)*
   - define and delimit questions to facilitate investigation *(e.g., ask a question about a sample group of rocks from a specific region, or about a specific type of rock or rock formation)*
   - state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict where an outcrop of a given rock will appear, based on observations at nearby sites)*
   - formulate operational definitions of major variables and other aspects of their investigations *(e.g., define hardness by reference to a set of mineral samples, or by reference to the Mohs' scale of hardness)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- carry out procedures, controlling the major variables
- estimate measurements *(e.g., estimate the thickness of sedimentary layers)*
- research information relevant to a given question *(e.g., research information regarding the effect of acid rain on the rate of rock weathering)*
- select and integrate information from various print and electronic sources or from several parts of the same source *(e.g., demonstrate proficiency in uploading and downloading text, image, audio and video files)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., use diagrams to show the shape and thickness of different layers in a rock outcrop)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- use or construct a classification key *(e.g., apply a classification key to identify a group of rocks from a local gravel yard)*
- interpret patterns and trends in data, and infer and explain relationships among the variables *(e.g., interpret example graphs of seismic data, and explain the lag time between data received at different locations)*
- predict the value of a variable, by interpolating or extrapolating from data *(e.g., determine, in a stream table study, the quantity of sediment carried over a half-hour period, then extrapolate the amount that would be carried if the time were extended to a day, month, year or millennium)*
- identify and suggest explanations for discrepancies in data *(e.g., suggest explanations for an igneous rock being found in a sedimentary formation)*
- identify new questions and problems that arise from what was learned *(e.g., identify new questions that arise after learning about plate tectonics)*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise *(e.g., each group member is assigned a task to investigate a particular mineral, and the results are pooled in a common data table)*
- evaluate individual and group processes used in planning, problem solving, decision making and completing a task *(e.g., evaluate the relative success and scientific merits of an Earth science field trip organized and guided by themselves)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:
Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., recognize potential careers related to Earth science fields; pursue interests in rocks, through museum visits, personal collections or recreational reading)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., appreciate the idea of "Mother Earth," and recognize different forms of this idea developed by different cultures; recognize the role of legend and myth in conveying understandings about Earth; recognize that scientific ideas about Earth have developed over time)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., critically evaluate inferences and conclusions, basing their arguments on facts rather than opinions; identify evidence to support ideas; take the time to accurately gather evidence and use instruments carefully)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., listen to the ideas and points of view of others; consider alternative ideas and interpretations suggested by members of the group)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., recognize that fossils are a part of public heritage and that they should not be defaced or removed from where they are found; consider the needs of other people and the precariousness of the environment when making decisions and taking action)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., wear safety goggles when testing the cleavage or fracture of rocks; ensure the proper disposal of materials)*

GRADE 8

Unit A: Mix and Flow of Matter (Science and Technology Emphasis)

Overview: The materials that we use—including natural and manufactured ones—often take the form of fluids. Students learn that such diverse substances as air, natural gas, water and oil are fluids. In further investigations, they discover that many common household materials are aqueous solutions or suspensions in which the main component is water. Students learn that the properties of individual fluids are important to their use, including such properties as density, buoyancy, viscosity and the fluid's response to changes in temperature and pressure. The particle model of matter is introduced to help students make a conceptual link between the nature of matter and the specific behaviour of fluids.

Focusing Questions: What are fluids? What are they made of and how do we use them? What properties of fluids are important to their use?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- WHMIS symbols and nomenclature
- pure substances, mixtures and solutions
- solute and solvent
- concentration
- solubility and saturation points
- particle model of matter

- properties of fluids
- viscosity and flow rate
- mass, volume, density
- pressure
- buoyancy

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate and describe fluids used in technological devices and everyday materials
   - investigate and identify examples of fluids in household materials, technological devices, living things and natural environments
   - explain the Workplace Hazardous Materials Information System (WHMIS) symbols for labelling substances; and describe the safety precautions to follow when handling, storing and disposing of substances at home and in the laboratory
   - describe examples in which materials are prepared as fluids in order to facilitate transport, processing or use *(e.g., converting mineral ores to liquids or slurries to facilitate transport, use of paint solvents to facilitate mixing and application of pigments, use of soapy water to carry away unwanted particles of material)*
   - identify properties of fluids that are important in their selection and use *(e.g., lubricant properties of oils, compressibility of gases used in tires)*

2. Investigate and describe the composition of fluids, and interpret the behaviour of materials in solution
   - distinguish among pure substances, mixtures and solutions, using common examples *(e.g., identify examples found in households)*
   - investigate the solubility of different materials, and describe their concentration *(e.g., describe concentration in grams of solute per 100 mL of solution)*
   - investigate and identify factors that affect solubility and the rate of dissolving a solute in a solvent *(e.g., identify the effect of temperature on solubility; identify the effect of particle size and agitation on rate of dissolving)*

- relate the properties of mixtures and solutions to the particle model of matter *(e.g., recognize that the attraction between particles of solute and particles of solvent helps keep materials in solution)*

3. Investigate and compare the properties of gases and liquids; and relate variations in their viscosity, density, buoyancy and compressibility to the particle model of matter
   - investigate and compare fluids, based on their viscosity and flow rate, and describe the effects of temperature change on liquid flow
   - observe the mass and volume of a liquid, and calculate its density using the formula d = m/v *[Note: This outcome does not require students to perform formula manipulations or solve for unknown terms other than the density.]*
   - compare densities of materials; and explain differences in the density of solids, liquids and gases, using the particle model of matter
   - describe methods of altering the density of a fluid, and identify and interpret related practical applications *(e.g., describe changes in buoyancy resulting from increasing the concentration of salt in water)*
   - describe pressure as a force per unit area by using the formula p = F/A, and describe applications of pressure in fluids and everyday situations *(e.g., describe pressure exerted by water in hoses, air in tires, carbon dioxide in fire extinguishers; explain the effects of flat heels and stiletto heels, using the concept of pressure)*
   - investigate and compare the compressibility of liquids and gases

4. Identify, interpret and apply technologies based on properties of fluids
   - describe technologies based on the solubility of materials *(e.g., mining salt or potash by dissolving)*
   - describe and interpret technologies based on flow rate and viscosity *(e.g., heavy oil extraction from tar sands, development of motor oils for different seasons, ketchup/mustard squeeze bottles)*
   - describe and interpret technologies for moving fluids from one place to another *(e.g., intravenous lines, pumps and valves, oil and gas pipelines)*
   - construct a device that uses the transfer of fluids to apply a force or to control motion *(e.g., construct a model hydraulic lift; construct a submersible that can be made to sink or float by transfer of a fluid; construct a model of a pump)*

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - define practical problems *(e.g., How can we remove a salt coating from a bicycle or vehicle?)*
   - identify questions to investigate, arising from practical problems and issues *(e.g., identify questions, such as: "What factors affect the speed with which a material dissolves?")*
   - phrase questions in a testable form, and clearly define practical problems *(e.g., rephrase a question, such as: "Is salt very soluble?" to become "What is the most salt that can be dissolved in one litre of water at 23°C?")*
   - design an experiment, and identify the major variables *(e.g., design or apply a procedure for measuring the solubility of different materials)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- carry out procedures, controlling the major variables *(e.g., carry out a test of the viscosity of different fluids)*
- use instruments effectively and accurately for collecting data *(e.g., measure the mass and volume of a given sample of liquid)*
- construct and test prototype designs and systems *(e.g., construct a model submarine that is controlled by an air hose connected to a syringe)*
- use tools and apparatus safely *(e.g., wear safety goggles during investigations of solution properties)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., demonstrate the use of a database or spreadsheet for organizing information)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- identify and suggest explanations for discrepancies in data *(e.g., explain a loss in the volume of a liquid, by identifying such factors as evaporation or absorption by a filtering material)*
- predict the value of a variable, by interpolating or extrapolating from graphical data *(e.g., extrapolate results to predict how much solute will dissolve in a given solvent at a given temperature)*
- identify new questions and problems that arise from what was learned *(e.g., identify questions, such as: "What techniques are used to remove pollutants from air and water?")*
- identify and evaluate potential applications of findings

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- identify and correct practical problems in the way a prototype or constructed device functions *(e.g., identify and seal leaks in a model fluid system)*
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., show the differences in flow rate, using a data table and diagrams)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., attempt at home to repeat or extend a science investigation done at school; investigate applications of fluid properties in technologies used in the local community)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness that knowledge of fluid characteristics has developed in many societies and cultures, based on practical experience with materials in the environment)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., regularly repeat measurements or observations to increase the precision of evidence)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group; share the responsibility for difficulties encountered in an activity)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., recognize that the disposal of materials through drains creates needs for waste water treatment and may result in downstream environmental impacts)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., take the time to organize their work area so that accidents can be prevented; read the labels on materials before using them, and ask for help if safety symbols are not clear or understood; clean their work area during and after an activity)*

Unit B: Cells and Systems (Nature of Science Emphasis)

Overview: Living things take a variety of forms as reflected in their structures, internal processes and ways of responding to their environments. Finding pattern within this diversity has been a major challenge for the biological sciences and has led to the development of ideas, such as *systems*, *cells*, *structures* and *functions*—ideas developed from the study of all living things. Using these ideas, students learn to interpret life at a variety of levels, from individual cells to complex organisms. To develop their understanding, students investigate ways that components of a living system work together and, through these studies, learn that healthy organisms—including healthy humans—function as balanced systems within a life-supporting environment.

Focusing Questions: How can we make sense of the vast diversity of living things? What do living things have in common—from the smallest to the largest—and what variations do we find in the structure and function of living things?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- organisms
- cells
- organs
- tissues

- structure and function
- systems
- response to stimuli
- health and environmental factors

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization
   - investigate and describe example scientific studies of the characteristics of living things *(e.g., investigate and describe an ongoing scientific study of a locally-found organism)*
   - apply the concept of system in describing familiar organisms and analyzing their general structure and function
   - illustrate and explain how different organisms have similar functions that are met in a variety of ways *(e.g., recognize food gathering as a common function of animals, and note a variety of food-gathering structures)*

2. Investigate and describe the role of cells within living things
   - describe the role of cells as a basic unit of life
   - analyze similarities and differences between single-celled and multicelled organisms *(e.g., compare, in general terms, an amoeba and a grizzly bear, a single-celled alga and a poplar tree)*
   - distinguish between plant and animal cells *(e.g., distinguish between cell walls and cell membranes)*
   - describe the movement of gases and liquids into and out of cells during diffusion and osmosis, based on concentration differences *[Note: This outcome requires a general understanding of processes, not a detailed analysis of mechanisms.]*
   - examine plant and animal structures; and identify contributing roles of cells, tissues and organs

3. Interpret the healthy function of human body systems, and illustrate ways the body reacts to internal and external stimuli
   - describe, in general terms, body systems for respiration, circulation, digestion, excretion and sensory awareness *(e.g., describe how blood is circulated throughout the body to carry oxygen and nutrients to the body's various tissues and organs)*
   - describe, in general terms, the role of individual organs and tissues in supporting the healthy functioning of the human body *(e.g., the role of lungs in exchanging oxygen and carbon dioxide, the role of bronchia in providing a passageway for air)*
   - describe ways in which various types of cells contribute to the healthy functioning of the human body *(e.g., describe the roles of individual cells in nerves, muscle, blood, skin and bone)*
   - describe changes in body functions in response to changing conditions *(e.g., changes in heart rate in response to exercise, change in metabolism in response to lower temperature, reflex responses to stimuli)*

4. Describe areas of scientific investigation leading to new knowledge about body systems and to new medical applications
   - identify examples of research into functions and dysfunctions of human cells, organs or body systems
   - describe ways in which research about cells, organs and systems has brought about improvements in human health and nutrition *(e.g., development of medicines; immunization procedures; diets based on the needs of organs, such as the heart)*
   - investigate and describe factors that affect the healthy function of the human respiratory, circulatory and digestive systems *(e.g., investigate the effect of illness, aging or air quality on the function of the respiratory system)*

Skill Outcomes (focus on scientific inquiry)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify questions to investigate *(e.g., identify questions that arise from their own observations of plant and animal diversity)*
   - rephrase questions in a testable form *(e.g., rephrase a question, such as: "Why this structure?" to become questions, such as: "How is this structure used by the organism?", "How would the organism be affected if this structure were absent or did not function?" or "What similar structures do we find in other organisms?")*
   - formulate operational definitions of major variables and other aspects of their investigations *(e.g., define body systems in terms of the functions they perform)*

Performing and Recording

Students will:
   Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
   - use instruments—including microscopes—effectively and accurately for collecting data *(e.g., use a microscope to produce a clear image of cells)*
   - estimate measurements *(e.g., estimate the size of an object viewed under a microscope)*

- observe and record data, and produce simple line drawings *(e.g., draw cells and organisms)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., compare the structure and function of two or more organisms, using charts and drawings)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- identify strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare methods of measuring heart rate)*
- identify and suggest explanations for discrepancies in data *(e.g., explain variations in the heart rate and blood pressure of the same individual at different times during the day)*
- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs and line graphs *(e.g., prepare charts that compare structures of different organisms)*
- identify new questions and problems that arise from what was learned

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- receive, understand and act on the ideas of others *(e.g., adopt and use an agreed procedure for preparing diagrams and charts)*
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means
- work cooperatively with team members to develop and carry out a plan *(e.g., prepare a class presentation on the digestive system, including a model constructed by the group)*
- evaluate individual and group processes used in planning, problem solving, decision making and completing a task *(e.g., evaluate processes used in completing a cooperative group project)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., select and explore media on topics related to the diversity of living things and the maintenance of health; express interest in science-related/ technology-related careers that contribute to the welfare of living things)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., recognize that a wide range of people working in different fields have contributed to scientific and medical knowledge)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., consider a wide variety of possible interpretations of their observations of animal structures and functions; critically evaluate inferences and conclusions, basing their arguments on fact rather than opinion)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group; share the responsibility for difficulties encountered in an activity)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., show interest in the health of individuals in their family and community; assume personal responsibility for the impact of their actions on the health of others and for the welfare and survival of other living things)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., wear proper safety attire, without having to be reminded; follow appropriate safety procedures in handling biological material; clean their work area during and after an activity; ensure the proper disposal of materials)*

Unit C: Light and Optical Systems (Nature of Science Emphasis)

Overview: Our understanding of the world is based largely on what we see—both directly, and aided by optical devices that improve and extend our vision. Such tools as the microscope and telescope have helped extend knowledge in a variety of science fields, from the study of cells and stars to studies of the nature of light itself. In learning about light, students investigate its interactions with different materials and interpret its behaviour using a geometric ray model. Students then use their understanding of light to interpret a variety of light-based technologies and envisage new technologies we may use in the future.

Focusing Questions: What do we know about the nature of light? What technologies have been developed that use light, and what principles of light do they show?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- microscopes and telescopes
- contribution of technologies to scientific development
- transmission and absorption of light
- sources of light

- reflection and refraction
- images
- vision and lenses
- imaging technologies

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Investigate the nature of light and vision; and describe the role of invention, explanation and inquiry in developing our current knowledge
   - identify challenges in explaining the nature of light and vision *(e.g., recognize that past explanations for vision involved conflicting ideas about the interaction of eyes and objects viewed; identify challenges in explaining upside-down images, rainbows and mirages)*
   - investigate the development of microscopes, telescopes and other optical devices; and describe how these developments contributed to the study of light and other areas of science
   - investigate light beams and optical devices, and identify phenomena that provide evidence of the nature of light *(e.g., evidence provided by viewing the passage of light through dusty air or cloudy water)*

2. Investigate the transmission of light, and describe its behaviour using a geometric ray model
   - investigate how light is reflected, transmitted and absorbed by different materials; and describe differences in the optical properties of various materials *(e.g., compare light absorption of different materials; identify materials that transmit light; distinguish between clear and translucent materials; identify materials that will reflect a beam of light as a coherent beam)*
   - measure and predict angles of reflection
   - investigate, measure and describe the refraction of light through different materials *(e.g., measure differences in light refraction through pure water, salt water and different oils)*
   - investigate materials used in optical technologies; and predict the effects of changes in their design, alignment or composition

3. Investigate and explain the science of image formation and vision, and interpret related technologies
   - demonstrate the formation of real images, using a double convex lens, and predict the effects of changes in the lens position on the size and location of images *(e.g., demonstrate a method to produce a magnified or reduced image by altering the placement of one or more lenses)*
   - demonstrate and explain the use of microscopes; and describe, in general terms, the function of eyeglasses, binoculars and telescopes
   - explain how objects are seen by the eye, and compare eyes with cameras *(e.g., compare focusing mechanisms; compare the automatic functions of the eye with functions in an automatic camera)*
   - compare the function and design of the mammalian eye with that of other vertebrates and invertebrates *(e.g., amphibians; fish; squid; shellfish; insects, such as the housefly)*
   - investigate and describe the development of new technologies to enhance human vision *(e.g., laser surgery on eyes, development of technologies to extend night vision)*
   - investigate and interpret emerging technologies for storing and transmitting images in digital form *(e.g., digital cameras, infrared imaging, remote imaging technologies)*

Skill Outcomes (focus on scientific inquiry)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify questions to investigate *(e.g., ask about the role of eyeglasses in improving vision)*
   - define and delimit questions to facilitate investigation *(e.g., rephrase a question, such as: "Is plastic the best material to use in eyeglasses?" to become "Which material refracts light the most?")*
   - design an experiment, and identify the major variables
   - state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict the effect of dissolved materials on the refraction of light in a liquid)*
   - formulate operational definitions of major variables and other aspects of their investigations *(e.g., operationally define "refraction" and "beam of light")*

Performing and Recording

Students will:
   Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
   - carry out procedures, controlling the major variables
   - observe and record data, and prepare simple line drawings *(e.g., prepare a drawing of the path of a light beam toward and away from a mirror)*
   - use instruments effectively and accurately for collecting data *(e.g., measure angles of reflection; use a light sensor to measure light intensity)*
   - organize data, using a format that is appropriate to the task or experiment *(e.g., demonstrate use of a database or spreadsheet for organizing information)*
   - use tools and apparatus safely *(e.g., use lasers only in ways that do not create a risk of light entering anyone's eyes)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- predict the value of a variable by interpolating or extrapolating from graphical data *(e.g., predict the angle of a refracted beam of light)*
- identify strengths and weaknesses of different ways of collecting and displaying data *(e.g., evaluate different approaches to testing a lens)*
- state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea *(e.g., write a conclusion on the effect of dissolved materials on the refraction of light through water)*
- identify new questions and problems that arise from what was learned *(e.g., ask questions about new technologies for improving human vision and about the principles on which these technologies are based)*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- receive, understand and act on the ideas of others *(e.g., act on the suggestions of others in testing and manipulating various lens combinations)*
- recommend an appropriate way of summarizing and interpreting their findings *(e.g., prepare a drawing and description of an improvised optical device)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., choose to investigate challenging topics; seek information from a variety of sources; express interest in science- and technology-related careers)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for the research, care and craftsmanship involved in developing means to enhance human vision)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., ask questions to clarify meaning or confirm their understanding; take the time to accurately gather evidence and use instruments carefully; consider observations and ideas from a number of sources during investigations and before drawing conclusions)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., choose a variety of strategies, such as active listening, paraphrasing and questioning, in order to understand other points of view; consider alternative ideas and interpretations suggested by members of the group)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., recognize that light can contribute to light pollution)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., select safe methods in using optical devices; readily alter a procedure to ensure the safety of members of the group)*

Unit D: Mechanical Systems (Science and Technology Emphasis)

Overview: Machines are used for many purposes in our daily lives when we need to transfer energy into motion or move materials in a controlled way. In learning about mechanical devices, students investigate how components are linked so that energy is transferred efficiently and desired functions are performed. A comparison of past and present technologies helps students recognize that different approaches have been used over time to meet common needs. Evaluations of efficiency, effectiveness and impacts on daily life, the community and the environment are important considerations in this unit.

Focusing Questions: How is energy transferred in mechanical devices? How do mechanical devices provide for controlled application of energy in ways that are efficient, effective and responsible?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- design and function
- systems and subsystems
- transmission of force and motion
- simple machines

- mechanical advantage, speed ratios and force ratios
- hydraulics and pneumatics
- measurement of work in joules

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time
   - investigate and provide examples of mechanical devices used in the past to meet particular needs *(e.g., describe and interpret devices developed to move water or be moved by water, such as the Persian wheel, Archimedes' screw, mill wheel)*
   - illustrate how a common need has been met in different ways over time *(e.g., development of different kinds of lifting devices)*
   - illustrate how trial and error and scientific knowledge both play a role in technological development *(e.g., development of aircraft)*

2. Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts
   - analyze a mechanical device, by:
     - describing the overall function of the device
     - describing the contribution of individual components or subsystems to the overall function of the device
     - identifying components that operate as simple machines
   - identify the source of energy for some familiar mechanical devices
   - identify linkages and power transmissions in a mechanical device, and describe their general function *(e.g., identify the purpose and general function of belt drives and gear systems within a mechanical device)*

3. Investigate and describe the transmission of force and energy between parts of a mechanical system
   - analyze mechanical devices to determine speed ratios and force ratios
   - build or modify a model mechanical system to provide for different turning ratios between a driving and driven shaft, or to achieve a given force ratio
   - compare theoretical and actual values of force ratios, and propose explanations for discrepancies *(e.g., identify frictional forces, and estimate their effect on efficiency)*
   - identify work input and work output in joules for a simple machine or mechanical system *(e.g., use a device to lift a measured mass an identified distance, then calculate the work output)*
   - describe fluid pressure qualitatively and quantitatively, by:
     – explaining how forces are transferred in all directions
     – describing pressure in units of force per unit area
   - describe how hydraulic pressure can be used to create a mechanical advantage in a simple hydraulic jack *(e.g., describe the relationship among force, piston size and distance moved, using different sized syringes linked by tubing)*
   - describe and interpret technologies based on hydraulics and pneumatics *(e.g., applications in hydraulic lifts and air-driven tools)*

4. Analyze the social and environmental contexts of science and technology, as they apply to the development of mechanical devices
   - evaluate the design and function of a mechanical device in relation to its efficiency and effectiveness, and identify its impacts on humans and the environment
   - develop and apply a set of criteria for evaluating a given mechanical device, and defend those criteria in terms of relevance to social and environmental needs
   - illustrate how technological development is influenced by advances in science, and by changes in society and the environment

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify practical problems *(e.g., identify problems related to the effectiveness or efficiency of a mechanical device)*
   - identify questions to investigate arising from practical problems *(e.g., "What is the efficiency of this device?")*
   - propose alternative solutions to a practical problem, select one, and develop a plan
   - select appropriate methods and tools for collecting data to solve problems *(e.g., develop or apply appropriate methods for measuring speed ratios and force ratios; plan and conduct a search, using a wide variety of electronic sources)*
   - formulate operational definitions of major variables and other aspects of their investigations *(e.g., define "frictional force" by identifying a method to be used for measuring it)*

Performing and Recording

Students will:
   Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
   - research information relevant to a given problem

- select and integrate information from various print and electronic sources or from several parts of the same source
- construct and test prototype designs and systems
- carry out procedures, controlling the major variables *(e.g., ensure that materials to be tested are of the same size and are tested under identical conditions)*
- organize data, using a format that is appropriate to the task or experiment
- use tools and apparatus safely

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- identify and correct practical problems in the way a prototype or constructed device functions
- evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment *(e.g., test and evaluate the efficiency and reliability of a prototype device to lift a given mass from the floor to a tabletop)*
- identify and evaluate potential applications of findings *(e.g., identify possible applications of a simple machine or mechanical system they have studied)*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- use specific language that is scientifically and technologically appropriate *(e.g., use such terms as "system," "subsystem," "component" and "function" in describing a mechanical system)*
- communicate practical problems, plans and results in a variety of ways, using written and oral language, data tables, graphs, drawings and other means *(e.g., describe, using pictures and words, the transmission of a force through a mechanical system)*
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., investigate examples of mechanical devices in their home and community; ask questions about techniques and materials used; show an interest in related careers and hobbies)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., recognize that varied solutions to similar problems have been developed by different cultures throughout history; appreciate that different approaches to problems lead to different solutions, and that each may have merits for particular applications)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., report the limitations of their designs; continue working on a problem or research project until the best possible solutions or answers are uncovered)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., accept various roles within a group, including that of leadership; understand that they can disagree with others but still work in a collaborative manner; share the responsibility for difficulties encountered during an activity)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., consider the impacts of their designs on society and the environment; participate in discussions on the appropriateness of a given technology)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., readily alter a procedure to ensure the safety of members of the group; carefully manipulate materials, using skills learned in class or elsewhere; listen attentively to safety procedures given by the teacher)*

Unit E: Freshwater and Saltwater Systems (Social and Environmental Emphasis)

Overview: Earth is sometimes described as the water planet: over two-thirds of Earth's surface is covered by oceans and freshwater features. By exploring examples of aquatic systems, students come to appreciate the dynamic nature of these systems and learn about the interaction of landforms, sediments, water and climate. Students also investigate factors that affect the distribution and health of living things in aquatic environments and the supply and quality of water for human use.

Focusing Questions: How do water, land and climate interact? What are the characteristics of freshwater and saltwater systems, and how do they affect living things, including humans?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- water quality
- water-borne materials
- erosion and deposition
- stream characteristics
- continental drainage systems

- ocean basins
- climate
- glaciers and icecaps
- adaptations to aquatic ecosystems
- human impact

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things
   - describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics *(e.g., identify glaciers, snow, polar icecaps, ground water and oceans as components of Earth's water; interpret graphical information on the availability of potable water)*
   - recognize that fresh water and salt water contain varying amounts of dissolved materials, particulates and biological components; and interpret information on these component materials
   - identify major factors used in determining if water is potable, and describe and demonstrate tests of water quality *(e.g., investigate and describe the physical characteristics of a sample of water, such as clarity, salinity and hardness; investigate biological tests)*
   - describe, in general terms, methods for generating fresh water from salt water, based on evaporation, distillation and reverse osmosis

2. Investigate and interpret linkages among landforms, water and climate
   - describe the processes of erosion and deposition resulting from wave action and water flow, by:
     - identifying dissolved solids and sediment loads, and identifying sources and endpoints for these materials
     - describing how waves and tides are generated and how they interact with shorelines
   - investigate and describe stream characteristics *(e.g., describe the slope, flow rate and stream profile characteristics of a model stream on a stream table)*
   - describe processes leading to the development of ocean basins and continental drainage systems *(e.g., describe the formation of geological features on the ocean floor, such as continental shelves and trenches)*

- identify evidence of glacial action, and analyze factors affecting the growth and attrition of glaciers and polar icecaps *(e.g., identify factors that affect the size of polar ice sheets and the Columbia Icefield)*
- describe the movement of ocean currents and its impact on regional climates *(e.g., effects of the Gulf Stream, Labrador Current, El Niño, La Niña)*

3. Analyze factors affecting productivity and species distribution in marine and freshwater environments
   - investigate life forms found in fresh water and salt water, and identify and interpret examples of adaptations to these environments *(e.g., describe and interpret examples of fish and invertebrate species found in a local freshwater environment)*
   - analyze factors that contribute to the development of adaptations in species found in saltwater and freshwater environments
   - investigate and interpret examples of seasonal, short-term and long-term change in populations of living things found in aquatic environments *(e.g., algal blooms, changes in local freshwater fish populations, cod and salmon stock depletion)*
   - analyze relationships between water quality and living things, and infer the quality of water based on the diversity of life supported by it

4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
   - analyze human water uses, and identify the nature and scope of impacts resulting from different uses *(e.g., identify pollutants in ground water and surface water systems resulting from domestic and industrial use; analyze the effects of agriculture and forestry practices on stream flow and water quality)*
   - identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives *(e.g., research and analyze alternatives for ensuring safe supplies of potable water; research, analyze and debate alternatives for a specific water quality issue, such as the location and design of a landfill, the protection of a natural waterway, the use of secondary and tertiary wastewater treatment, the salinization of soils due to irrigation, the eutrophication of ponds and streams due to excess use of phosphates in fertilizers and detergents, or a proposal to export water resources)*
   - illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies *(e.g., describe a local example of aquatic monitoring, and describe how this research contributes to watershed management)*
   - provide examples of problems that cannot be solved using scientific and technological knowledge alone *(e.g., the need to prevent pollutants from entering aquatic environments, the need to avoid damage from ice sheets and icebergs)*

Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify science-related issues and problems
   - identify questions to investigate, arising from science-related issues
   - select appropriate methods and tools for collecting relevant data and information *(e.g., plan and conduct a search, using a wide variety of electronic sources)*

- design an experiment, and identify the major variables *(e.g., design an experiment to compare the characteristics of two water samples)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- research information relevant to a given issue
- select and integrate information from various print and electronic sources or from several parts of the same source *(e.g., summarize information on a river basin)*
- identify strengths and weaknesses of different methods of collecting and displaying data *(e.g., identify strengths and weaknesses of technologies used to monitor and map changes in stream flow)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- apply given criteria for evaluating evidence and sources of information *(e.g., assess the authenticity and reliability of electronic sources)*
- predict the value of a variable, by interpolating or extrapolating from graphical data *(e.g., predict future stocks of fish based on long-term data)*
- interpret patterns and trends in data, and infer and explain relationships among the variables *(e.g., relate climates to proximity to oceans and to the characteristics of ocean currents)*
- identify new questions and problems arising from what was learned *(e.g., identify questions, such as: "Can ocean currents be modified?", "Is kelp a viable source of food?", "How would icecap melting change Canadian coastlines?")*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- use appropriate vocabulary, including correct science and technology terminology, to communicate ideas, procedures and results *(e.g., use such terms as salinity, currents and basins when describing oceans and their characteristics)*
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., create a concept map, linking the different stages of the water cycle; prepare a multimedia presentation on changing climatic conditions and the effects on glaciers, ice sheets and water levels, incorporating graphics, audio, visuals and text gathered from remote sources)*
- evaluate individual and group processes used in planning, problem solving, decision making and completing a task *(e.g., discuss advantages and disadvantages of different research methods and sources used to gather information on an ocean basin)*
- defend a given position on an issue, based on their findings

Attitude Outcomes

Interest in Science

Students will be encouraged to:
Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields *(e.g., express interest in conducting scientific investigations of their own design; take an interest in media reports on environmental issues, and seek out further information from a variety of sources; take an interest in observing and interpreting their environment during personal and group excursions)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for the contributions of indigenous peoples to knowledge of the environment)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., seek data that is accurate and based on appropriate methods of investigation; consider observations and ideas from a number of sources before drawing conclusions)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., share observations and ideas with other members of a group, and consider alternative ideas suggested by other group members; share the responsibility for carrying out decisions)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., consider immediate and long-term consequences of personal and group actions; objectively identify potential conflicts between responding to human wants and needs and protecting the environment)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., select safe methods and tools for collecting evidence and solving problems; readily alter a procedure to ensure the safety of members of the group)*

GRADE 9

Unit A: Biological Diversity (Social and Environmental Emphasis)

Overview: Biological diversity is reflected in the range of species found in local and global environments and by subtle variations in characteristics found within individual species. In this unit, students learn that diversity is maintained through natural processes of sexual and asexual reproduction, though the survival of individual species—and variations within those species—may be influenced by ecological and human-caused factors. Students examine trends toward loss of diversity and examine related issues concerning environmental quality and the impact of technologies.

This unit builds on ideas introduced in Grade 7 Science, Unit A: Interactions and Ecosystems and introduces ideas that will be developed further in Science 20, Unit B: Changes in Living Systems.

Focusing Questions: What is biological diversity, and by what processes do diverse living things pass on their characteristics to future generations? What impact does human activity have on biological diversity?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- biological diversity
- species
- diversity within species
- habitat diversity
- niches
- populations
- asexual and sexual reproduction

- inheritance
- chromosomes, genes and DNA (introductory treatment)
- cell division—includes binary fission and formation of sex cells
- natural and artificial selection of genetic characteristics

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival
   - observe variation in living things, and describe examples of variation among species and within species *(e.g., observe and describe characteristics that distinguish two closely related species)*
   - identify examples of niches, and describe the role of variation in enabling closely related living things to survive in the same ecosystem *(e.g., investigate different bird species found in a local park ecosystem, and infer how each is adapted to life within that ecosystem)*
   - investigate and interpret dependencies among species that link the survival of one species to the survival of others
     - identify examples of symbiotic relationships *(e.g., organisms that benefit other organisms by providing habitat, food, means of fertilization, or a source of oxygen)*
     - classify symbiotic relationships as mutualism, commensalism, parasitism
   - identify the role of variation in species survival under changing environmental conditions *(e.g., resistance to disease, ability to survive in severe environments)*

2. Investigate the nature of reproductive processes and their role in transmitting species characteristics
   - distinguish between sexual and asexual reproduction, and identify and interpret examples of asexual and sexual reproduction in different species, by:
     - describing mechanisms of asexual reproduction including binary fission, budding and the production of spores
     - describing mechanisms of sexual reproduction *(e.g., cross-fertilization in seed plants, sexual reproduction in mammals)*
     - describing examples of organisms that show both sexual and asexual reproduction *(e.g., yeasts that reproduce both by budding and sexual reproduction; plants that reproduce through suckering, runners or bulbs, as well as by seed production)*
     - describing the formation of zygote and embryo in plant and animal reproduction
   - describe examples of variation of characteristics within a species, and identify examples of both discrete and continuous variation *(e.g., hand clasping preference is an example of a discrete variation, the length of human hands varies on a continuum)*
   - investigate the transmission of characteristics from parents to offspring, and identify examples of characteristics in offspring that are:
     - the same as the characteristics of both parents
     - the same as the characteristics of one parent
     - intermediate between parent characteristics
     - different from both parents
   - distinguish those characteristics that are heritable from those that are not heritable, and identify characteristics for which heredity and environment may both play a role *(e.g., recognize that eye colour is heritable but that scars are not; recognize that a person's height and weight may be largely determined by heredity but that diet may also play a role)*
   - identify examples of dominant and recessive characteristics and recognize that dominance and recessiveness provide only a partial explanation for the variation of characteristics in offspring

3. Describe, in general terms, the role of genetic materials in the continuity and variation of species characteristics; and investigate and interpret related technologies
   - describe, in general terms, the role and relationship of chromosomes, genes and DNA
   - distinguish between cell division that leads to identical daughter cells, as in binary fission and mitosis, and cell division that leads to formation of sex cells, as in meiosis; and describe, in general terms, the synthesis of genetic materials that takes place during fertilization *[Note: At this level, students should understand that the formation of sex cells involves the halving of the parent cell's genetic materials and that this process leads to zygote formation. Opportunity for further study of the specific stages of cell division will be provided in senior high school courses (e.g., prophase, metaphase, anaphase, telophase).]*
   - compare sexual and asexual reproduction, in terms of the advantages and disadvantages *(e.g., recognize that asexual reproduction provides an efficient means of transmitting characteristics and that sexual reproduction provides an opportunity for recombination of characteristics)*
   - distinguish between, and identify examples of, natural and artificial selection *(e.g., evolution of beak shapes in birds, development of high milk production in dairy cows)*
   - describe, in simple terms, some genetic technologies *(e.g., cloning and genetic engineering)*; and identify questions and issues related to their application

4. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making
   - describe the relative abundance of species on Earth and in different environments *(e.g., note the overall abundance of insect species; note that in harsh environments there are relatively fewer species found than in temperate and tropical environments)*

- describe ongoing changes in biological diversity through extinction and extirpation of native species, and investigate the role of environmental factors in causing these changes
  (e.g., *investigate the effect of changing river characteristics on the variety of species living in the river; investigate the effect of changing land use on the survival of wolf or grizzly bear populations*)
- evaluate the success and limitations of various local and global strategies for minimizing loss of species diversity *(e.g., breeding of endangered populations in zoos, development of seed banks, designating protected areas, development of international treaties regulating trade of protected species and animal parts)*
- investigate and describe the use of biotechnology in environmental, agricultural or forest management; and identify potential impacts and issues *(e.g., investigate issues related to the development of patented crop varieties and varieties that require extensive chemical treatments; identify issues related to selective breeding in game farming and in the rearing of fish stocks)*

Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
- identify science-related issues *(e.g., identify issues related to loss of species diversity)*
- identify questions to investigate arising from science-related issues *(e.g., "What factors affect the ability of organisms to survive and reproduce in this ecosystem?")*
- state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict changes to an area of local parkland that is subject to intense use; hypothesize means of impact, such as soil compaction and disturbance of nest sites)*
- define and delimit questions and problems to facilitate investigation *(e.g., delimit an electronic search for information on species survival by framing a question about a specific group of organisms or a specific ecosystem)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- observe and record data, and prepare simple line drawings *(e.g., compare two related plants by measuring, describing and drawing them)*
- estimate measurements *(e.g., estimate the population of a given plant species within a study plot)*
- research information related to a given issue *(e.g., conduct an electronic search for information on factors that affect the reproduction and survival of wood frogs)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- identify strengths and weaknesses of different ways of displaying data *(e.g., compare different ways of recording and displaying data on plant variation in a study plot)*
- interpret patterns and trends in data, and infer and explain relationships among the variables *(e.g., interpret data on changing animal populations, and infer possible causes)*

- apply given criteria for evaluating evidence and sources of information *(e.g., evaluate sources based on their currency, credibility and the extent to which claims are supported by data)*
- identify new questions and problems that arise from what was learned

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., illustrate and compare methods of reproduction in sample organisms studied)*
- evaluate individual and group processes used in investigating an issue and evaluating alternative decisions *(e.g., evaluate strategies for locating information, such as the use of particular key words or search tools; evaluate approaches for sharing work on a given research task and for synthesizing the information found)*
- defend a given position on an issue, based on their findings *(e.g., defend a position on a proposed measure to protect a particular plant or animal population)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields *(e.g., select and explore media on topics related to species diversity; express interest in hobbies and careers that involve the care, culture and study of living things)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness that the scientific study of changing animal and plant populations can arise from a variety of global needs, involving many individuals and organizations)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., strive to assess a problem accurately by careful analysis of evidence gathered; critically consider ideas and perceptions, recognizing that the obvious is not always right)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., choose a variety of strategies, such as active listening, paraphrasing and questioning, in order to understand other points of view; accept various roles within a group, including that of leader)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., consider implications of changing land use on the welfare and survival of living things; identify potential conflicts between attempting to meet the wants and needs of humans and, at the same time, providing life-supporting environments for all living things; minimize environmental impact during studies by avoiding sampling that will affect an animal or plant population)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., follow safety procedures in outdoor investigations)*

Unit B: Matter and Chemical Change (Nature of Science Emphasis)

Overview: Different materials have different properties. The ability to distinguish between different substances and make sense of their properties, interactions and changes requires the development of ideas about chemical substance.

In this unit, students are introduced to the formal study of chemical substance through laboratory investigations and introductory studies of chemical theory. In the laboratory, students observe and compare chemical substances and, with guidance on safety, investigate the properties of materials and the ways they interact. In conjunction with these studies, students are introduced to ideas about elements and compounds, and corresponding structural ideas about atoms and molecules. Theoretical ideas are introduced as means for explaining, interpreting and extending their laboratory findings; these ideas include a general introduction to the periodic table, chemical nomenclature and simplified ways of representing chemical reactions.

This unit builds on ideas introduced in Grade 8 Science, Unit A: Mix and Flow of Matter and introduces ideas that will be developed further in Science 10, Unit A: Energy and Matter in Chemical Change.

Focusing Questions: What are the properties of materials, and what happens to them during chemical change? What evidence do we have of chemical change; and what ideas, theories or models help us explain that evidence?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- Workplace Hazardous Materials Information System (WHMIS) and safety
- substances and properties
- endothermic and exothermic reactions
- reactants and products
- conservation of mass
- factors affecting reaction rates
- periodic table
- elements, compounds and atomic theory
- chemical nomenclature (introductory treatment)

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate materials, and describe them in terms of their physical and chemical properties
   - investigate and describe properties of materials *(e.g., investigate and describe the melting point, solubility and conductivity of materials observed)*
   - describe and apply different ways of classifying materials based on their composition and properties, including:
     - distinguishing between pure substances, solutions and mechanical mixtures
     - distinguishing between metals and nonmetals *[Note: Metalloids may also be introduced at this level but are not required.]*
     - identifying and applying other methods of classification
   - identify conditions under which properties of a material are changed, and critically evaluate if a new substance has been produced

2. Describe and interpret patterns in chemical reactions
   - identify and evaluate dangers of caustic materials and potentially explosive reactions

- observe and describe evidence of chemical change in reactions between familiar materials, by:
  - describing combustion, corrosion and other reactions involving oxygen
  - observing and inferring evidence of chemical reactions between familiar household materials
- distinguish between materials that react readily and those that do not *(e.g., compare reactions of different metals to a dilute corrosive solution)*
- observe and describe patterns of chemical change, by:
  - observing heat generated or absorbed in chemical reactions, and identifying examples of exothermic and endothermic reactions
  - identifying conditions that affect rates of reactions *(e.g., investigate and describe how factors such as heat, concentration, surface area and electrical energy can affect a chemical reaction)*
  - identifying evidence for conservation of mass in chemical reactions, and demonstrating and describing techniques by which that evidence is gathered.

3. Describe ideas used in interpreting the chemical nature of matter, both in the past and present, and identify example evidence that has contributed to the development of these ideas
   - demonstrate understanding of the origins of the periodic table, and relate patterns in the physical and chemical properties of elements to their positions in the periodic table—focusing on the first 18 elements
   - distinguish between observation and theory, and provide examples of how models and theoretical ideas are used in explaining observations *(e.g., describe how observations of electrical properties of materials led to ideas about electrons and protons; describe how observed differences in the densities of materials are explained, in part, using ideas about the mass of individual atoms)*
   - use the periodic table to identify the number of protons, electrons and other information about each atom; and describe, in general terms, the relationship between the structure of atoms in each group and the properties of elements in that group *(e.g., use the periodic table to determine that sodium has 11 electrons and protons and, on average, about 12 neutrons; infer that different rows (periods) on the table reflect differences in atomic structure; interpret information on ion charges provided in some periodic tables) [Note: Knowledge of specific orbital structures for elements and groups of elements is not required at this grade level.]*
   - distinguish between ionic and molecular compounds, and describe the properties of some common examples of each

4. Apply simplified chemical nomenclature in describing elements, compounds and chemical reactions
   - read and interpret chemical formulas for compounds of two elements, and give the IUPAC (International Union of Pure and Applied Chemistry) name and common name of these compounds *(e.g., give, verbally and in writing, the name for $NaCl(s)$ (sodium chloride), $CO_2(g)$ (carbon dioxide), $MgO(s)$ (magnesium oxide), $NH_3(g)$ (nitrogen trihydride or ammonia), $CH_4(g)$ (carbon tetrahydride or methane), $FeCl_2(s)$ (iron(II) chloride), $FeCl_3(s)$ (iron(III) chloride)*
   - identify/describe chemicals commonly found in the home, and write the chemical symbols *(e.g., table salt [$NaCl(s)$], water [$H_2O(l)$], sodium hydroxide [$NaOH(aq)$] used in household cleaning supplies)*
   - identify examples of combining ratios/number of atoms per molecule found in some common materials, and use information on ion charges to predict combining ratios in ionic compounds of two elements *(e.g., identify the number of atoms per molecule signified by the chemical formulas for $CO(g)$ and $CO_2(g)$; predict combining ratios of iron and oxygen based on information on ion charges of iron and oxygen)* **[Prerequisite Skill: Grade 8 Mathematics, Number, Specific Outcome 15]**

- assemble or draw simple models of molecular and ionic compounds *(e.g., construct models of some carbon compounds using toothpicks, peas and cubes of potato) [Note: Diagrams and models should show the relative positions of atoms. Diagrams of orbital structures are not required at this grade level.]*
- describe familiar chemical reactions, and represent these reactions by using word equations and chemical formulas and by constructing models of reactants and products *(e.g., describe combustion reactions, such as: carbon + oxygen $\rightarrow$ carbon dioxide [C(s) + O$_2$(g) $\rightarrow$ CO$_2$(g)]; describe corrosion reactions, such as: iron + oxygen $\rightarrow$ iron(II) oxide [Fe(s) + O$_2$(g) $\rightarrow$ FeO(s)]; describe replacement reactions, such as the following: zinc + copper(II) sulfate $\rightarrow$ zinc sulfate + copper [Zn(s) + CuSO$_4$(aq) $\rightarrow$ ZnSO$_4$(aq) + Cu(s)])*

  [Note 1: This outcome does not require students to explain the formation of polyatomic ions. Some chemicals with polyatomic ions may nevertheless be introduced; e.g., a brief introduction to CuSO$_4$(s), ZnSO$_4$(s) and H$_2$SO$_4$(aq) can help prepare students for further study of these materials in units C and D.]

  [Note 2: At this grade level, students are not required to balance reactants and products in chemical equations. Teachers may want to inform students about opportunities for further study of chemistry in Science 10 and in Science 14–24.]

Skill Outcomes (focus on scientific inquiry)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions

- identify questions to investigate *(e.g., ask questions about the reactivity of particular materials or about conditions that affect the rate of reaction, after observing that materials react at different rates)*
- define and delimit questions and problems to facilitate investigation *(e.g., reframe a general question, such as: "What affects the speed of reactions?" to become one or more specific questions, such as: "How will temperature affect the rate of reaction between materials x and y?" or "How will moisture affect the rate of reaction between x and y?")*
- state a prediction and a hypothesis based on background information or an observed pattern of events
- select appropriate methods and tools for collecting data and information and for solving problems *(e.g., plan and conduct a search for information about chemical elements, using appropriate print and electronic sources)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- carry out procedures, controlling the major variables *(e.g., investigate the effect of particle size on a chemical reaction, taking care to identify and control other potentially relevant variables)*
- observe and record data, and prepare simple drawings *(e.g., represent a molecule studied through a drawing)*
- demonstrate knowledge of WHMIS standards, by using proper techniques for handling and disposing of laboratory materials
- research information relevant to a given question *(e.g., research properties of materials)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- compile and display data, by hand or computer, in a variety of formats, including diagrams, flow charts, tables, bar graphs, line graphs and scatterplots *(e.g., present data on different chemical substances in a form that facilitates interpretation)* **[Prerequisite Skill: Grade 7 Mathematics, Statistics and Probability, Specific Outcome 4; Related Skills: Grade 9 Mathematics, Statistics and Probability, Specific Outcomes 2, 3]**
- calculate theoretical values of a variable *(e.g., predict the total mass of the products of a chemical reaction, based on the mass of the reactants used) [Note: In this example, students can apply the law of conservation of mass.]*
- identify and suggest explanations for discrepancies in data
- state a conclusion, based on experimental data, and explain how evidence gathered supports or refutes an initial idea
- identify new questions and problems that arise from what was learned *(e.g., identify new questions, such as: "Why do different compounds containing the same elements behave differently?" or "How do atoms stick together in a molecule?")*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- receive, understand and act on the ideas of others *(e.g., follow given safety procedures)*
- evaluate individual and group processes used in planning and carrying out investigative tasks *(e.g., evaluate the relative success and scientific merits of different approaches to drawing and making models of molecules)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields *(e.g., express a degree of satisfaction at understanding science concepts that are challenging)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show an interest in the contributions that women and men— from many cultural backgrounds and different times—have made to the development of modern science; recognize that work done to investigate chemical properties and to develop models are both important steps toward scientific understanding)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., seek data that is accurate and based on appropriate methods of investigation; consider observations and ideas from a number of sources during investigations and before drawing conclusions; honestly report and record all observations, even when the evidence is unexpected)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., demonstrate interest and become involved in decision making that requires full-group participation; assume responsibility for their share of the work to be done; work with other individuals)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., recognize that the materials people develop may have environmental consequences when people dispose of them; participate in school projects that address a chemical pollution issue)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., read the labels of materials before using them, and ask for help if safety symbols are not clear or understood; carefully manipulate materials, using skills learned in class; wear proper safety attire without having to be reminded; ensure the proper disposal of materials; readily alter a procedure to ensure the safety of members of the group; immediately advise the teacher of spills, and use appropriate techniques and materials to clean up)*

Unit C: Environmental Chemistry (Social and Environmental Emphasis)

Overview: Environments are often viewed from a physical and biological perspective, but to fully understand how they function, it is important to view them from a chemical perspective as well. A study of environmental chemistry helps students understand that chemical substances make up the underlying fabric of the world and are part of the process in all natural cycles and changes. Through this unit, students also become aware of human-produced chemical substances that enter and interact with environments, and they investigate potential impacts of different substances on the distribution and abundance of living things.

This unit builds on ideas introduced in Grade 8 Science, Unit A: Mix and Flow of Matter, Unit B: Cells and Systems and Unit E: Freshwater and Saltwater Systems, and on ideas introduced in Grade 9 Science, Unit B: Matter and Chemical Change. The unit introduces ideas that will be developed further in Science 10, Unit C: Flow of Matter in Living Systems and in Science 20, Unit B: Changes in Living Systems.

Focusing Questions: What substances do we find in local and global environments? What role do they play, and how do changes in their concentration and distribution affect living things?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- chemicals essential to life
- substrates and nutrients
- air and water quality
- organic and inorganic material
- acids and bases
- ingestion and absorption of materials

- concentration and dispersal
- evidence of toxicity
- stability and biodegradability
- hazards, probabilities and risk assessment
- uncertainties in environmental monitoring and in assessing toxicity and risk

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:

1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things
   - identify common organic and inorganic substances that are essential to the health and growth of humans and other living things, and illustrate the roles served by these substances *(e.g., identify calcium as an essential material for bones; identify minerals that are known to enhance plant growth but that limit growth if too little or too much is available)*
   - describe, in general terms, the forms of organic matter synthesized by plants and animals, including carbohydrates, proteins and lipids
   - describe and illustrate processes by which chemicals are introduced to the environment or their concentrations are changed *(e.g., dilution in streams, biomagnification through food chains)*
   - describe the uptake of materials by living things through ingestion or absorption, and investigate and describe evidence that some materials are difficult for organisms to break down or eliminate *(e.g., DDT, mercury)*
   - identify questions that may need to be addressed in deciding what substances—in what amounts—can be safely released into the environment *(e.g., identify questions and considerations that may be important in determining how much phosphate can be released into river water without significant harm to living things)*

2. Identify processes for measuring the quantity of different substances in the environment and for monitoring air and water quality
   - identify substrates and nutrient sources for living things within a variety of environments
   - describe and illustrate the use of biological monitoring as one method for determining environmental quality *(e.g., assess water quality, by observing the relative abundance of various vertebrate and invertebrate species)*
   - identify chemical factors in an environment that might affect the health and distribution of living things in that environment *(e.g., available oxygen, pH, dissolved nutrients in soil)*
   - apply and interpret measures of chemical concentration in parts per million, billion or trillion **[Prerequisite Skills: Grade 8 Mathematics, Number, Specific Outcomes 14, 15]**
   - identify acids, bases and neutral substances, based on measures of their pH *(e.g., use indicator solutions or pH meters to measure the pH of water samples)*
   - investigate, safely, and describe the effects of acids and bases on each other and on other substances *(e.g., investigate and describe the reaction that results when baking powder is dissolved; describe the role of acids and bases in neutralizing each other)*
   - describe effects of acids and bases on living things *(e.g., acid rain in lakes, antacids for upset stomachs, pH in shampoos and conditioners)*

3. Analyze and evaluate mechanisms affecting the distribution of potentially harmful substances within an environment
   - describe mechanisms for the transfer of materials through air, water and soil; and identify factors that may accelerate or retard distribution *(e.g., wind speed, soil porosity)*
   - describe mechanisms for biodegradation, and interpret information on the biodegradability of different materials
   - comprehend information on the biological impacts of hazardous chemicals on local and global environments, by:
     - interpreting evidence for environmental changes in the vicinity of a substance release
     - interpreting LD50 data and other information on toxicity *[Note: LD50 refers to the amount of a substance found to be lethal to 50% of a population, if ingested.]*
     - identifying concerns with the disposal of domestic wastes, such as paints and oils, and industrial wastes
   - describe and evaluate methods used to transport, store and dispose of hazardous household chemicals
   - investigate and evaluate potential risks resulting from consumer practices and industrial processes, and identify processes used in providing information and setting standards to manage these risks *(e.g., interpret and explain the significance of manufacturer's information on how wood preservatives can be safely applied; recognize that some individuals may have greater sensitivity to particular chemical substances than do others in the general population)*
   - identify and evaluate information and evidence related to an issue in which environmental chemistry plays a major role *(e.g., evaluate evidence that the use of insecticides to control mosquitoes has an effect/has no effect on bird populations)*

Skill Outcomes (focus on the use of research and inquiry skills to inform the decision-making process)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - identify science-related issues *(e.g., identify issues regarding the use of soil fertilizers)*

- identify questions arising from practical problems and issues *(e.g., ask questions about the needs of different living things for nutrients and about the mechanisms by which these nutrients are obtained)*
- state a prediction and a hypothesis about the concentration or dispersal of a chemical substance within an environment *(e.g., state a hypothesis that relates the amount of oxygen in a local water sample to the presence or absence of dissolved nutrients)*
- select appropriate methods and tools for collecting data and information and for solving problems *(e.g., design an investigation to compare the chemical characteristics of two soils)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
- identify data and information that are relevant to the issue
- select and integrate information that is relevant to the issue *(e.g., demonstrate proficiency in uploading and downloading text, image, audio and video files)*
- use instruments and materials effectively and accurately for collecting data *(e.g., measure and compare the pH in household products, foods and environments)*
- organize data, using a format that is appropriate to the task or experiment
- use tools and apparatus safely

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations
- identify strengths and weaknesses of different ways of displaying data
- identify and suggest explanations for discrepancies in data *(e.g., identify possible reasons for variation in the measured concentration of a chemical, where one sample is very different from others or where one group has a very different result from others)*
- identify the line of best fit on a scatterplot, and interpolate or extrapolate based on the line of best fit *(e.g., interpret class data on the effects of acidity on mould growth, graph the data, prepare a line of best fit, and predict the amount of growth that might be expected at different acidity values)* **[Related Skills: Grade 9 Mathematics, Statistics and Probability, Specific Outcomes 4, 5]**
- apply given criteria for evaluating evidence and sources of information *(e.g., use scatterplot data in evaluating how strong a relationship exists between two variables; evaluate claims of environmental impacts, based on the scope and relevance of supporting evidence)* **[Related Skills: Grade 9 Mathematics, Statistics and Probability, Specific Outcomes 2, 3]**
- identify new questions and problems that arise from what was learned

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise
- receive, understand and act on the ideas of others *(e.g., seek and achieve group consensus on procedures to be used in an investigative activity, and act on that consensus)*

- defend a given position on an issue or problem, based on their findings *(e.g., provide a clear rationale for a choice between alternative chemical products in a consumer application)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields *(e.g., actively participate in extracurricular activities, such as science fairs, science clubs, or science and technology challenges)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., consider more than one perspective when formulating conclusions, solving problems or making decisions on environmental quality issues)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., consider observations and ideas from a number of sources during investigations and before drawing conclusions; strive to assess a problem or situation accurately, by careful analysis of evidence gathered)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., assume responsibility for their share of work in preparing for investigations and in gathering and recording evidence; consider alternative ideas and approaches suggested by members of the group)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., show respect for all forms of life; modify their behaviour in light of an issue related to conservation and protection of the environment; recognize that the materials people use may have environmental consequences when people dispose of them)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., take the time to organize their work area so that accidents can be prevented; read the labels on materials before using them, and ask for help if safety symbols are not clear or understood; clean their work area during and after an activity; use safety precautions without being reminded)*

Unit D: Electrical Principles and Technologies (Science and Technology Emphasis)

Overview: Electricity provides the means to energize many devices, systems and processes that are part of our technological environment. Electrical devices are used to transfer and transform energy, to provide mechanisms for control and to transmit information in a variety of forms. In this unit, students learn the principles that underlie electrical technologies, by studying the form and function of electrical devices and by investigating ways to transfer, modify, measure, transform and control electrical energy. Using a problem-solving approach, students create and modify circuits to meet a variety of needs. Students also develop skills for evaluating technologies, by comparing alternative designs and by considering their efficiency, effectiveness and environmental impact.

This unit builds on ideas introduced in Grade 8 Science, Unit D: Mechanical Systems and introduces ideas that will be developed further in Science 10, Unit B: Energy Flow in Technological Systems and in Science 30, Unit C: Electromagnetic Energy.

Focusing Questions: How do we obtain and use electrical energy? What scientific principles are involved? What approaches can we use in selecting, developing and using energy-consuming devices that are efficient and effective in their energy use?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- forms of energy
- energy transformation
- generation of electrical energy
- electric charge and current
- circuits

- electrical energy storage
- energy transmission
- measures and units of electrical energy
- electrical resistance and Ohm's law
- renewable and nonrenewable energy

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate and interpret the use of devices to convert various forms of energy to electrical energy, and electrical energy to other forms of energy
   - identify, describe and interpret examples of mechanical, chemical, thermal, electrical and light energy
   - investigate and describe evidence of energy transfer and transformation *(e.g., mechanical energy transformed into electrical energy, electrical energy transferred through power grids, chemical energy converted to electrical energy and then to light energy in a flashlight, thermal energy converted to electrical energy in a thermocouple)*
   - investigate and evaluate the use of different electrodes, electrolytes and electrolytic concentrations in designing electrical storage cells
   - construct, use and evaluate devices for transforming mechanical energy into electrical energy and for transforming electrical energy into mechanical energy
   - modify the design of an electrical device, and observe and evaluate resulting changes *(e.g., investigate the effect of changes in the orientation and placement of magnets, commutator and armature in a St. Louis motor or in a personally-built model of a motor)*

2. Describe technologies for transfer and control of electrical energy
- assess the potential danger of electrical devices, by referring to the voltage and current rating (amperage) of the devices; and distinguish between safe and unsafe activities
- distinguish between static and current electricity, and identify example evidence of each
- identify electrical conductors and insulators, and compare the resistance of different materials to electric flow *(e.g., compare the resistance of copper wire and nickel-chromium/Nichrome wire; investigate the conduction of electricity through different solutions; investigate applications of electrical resistance in polygraph or lie detector tests)*
- use switches and resistors to control electrical flow, and predict the effects of these and other devices in given applications *(e.g., investigate and describe the operation of a rheostat)*
- describe, using models, the nature of electrical current; and explain the relationship among current, resistance and voltage *(e.g., use a hydro-flow model to explain current, resistance and voltage)*
- measure voltages and amperages in circuits *(e.g., determine the resistance in a circuit with a dry cell and miniature light; determine the resistances of copper, nickel-chromium/ Nichrome wire, pencil leads and salt solution)*
  - apply Ohm's law to calculate resistance, voltage and current in simple circuits **[Prerequisite Skill: Grade 8 Mathematics, Patterns and Relations, Specific Outcome 5]**
- develop, test and troubleshoot circuit designs for a variety of specific purposes, based on low voltage circuits *(e.g., develop and test a device that is activated by a photoelectric cell; develop a model hoist that will lift a load to a given level, then stop and release its load; test and evaluate the use of series and parallel circuits for wiring a set of lights)*
- investigate toys, models and household appliances; and draw circuit diagrams to show the flow of electricity through them *(e.g., safely dismantle discarded devices, such as heating devices or motorized toys, and draw diagrams to show the loads, conductors and switching mechanisms)*
- identify similarities and differences between microelectronic circuits and circuits in a house *(e.g., compare switches in a house with transistors in a microcircuit)*

3. Identify and estimate energy inputs and outputs for example devices and systems, and evaluate the efficiency of energy conversions
- identify the forms of energy inputs and outputs in a device or system
- apply appropriate units, measures and devices in determining and describing quantities of energy transformed by an electrical device, by:
  - measuring amperage and voltage, and calculating the number of watts consumed by an electrical device, using the formula $P = IV$ [power (in watts) = current (in amps) × voltage (in volts)]
  - calculating the quantity of electric energy, in joules, transformed by an electrical device, using the formula $E = P \times t$ [energy (in joules) = power (in watts) × time (in seconds)] **[Prerequisite Skill: Grade 8 Mathematics, Patterns and Relations, Specific Outcome 5]**
- apply the concepts of conservation of energy and efficiency to the analysis of energy devices *(e.g., identify examples of energy dissipation in the form of heat, and describe the effect of these losses on useful energy output)*
- compare energy inputs and outputs of a device, and calculate its efficiency, using the formula, percent efficiency = energy output/energy input × 100 *(e.g., compare the number of joules of energy used with the number of joules of work produced, given information on electrical consumption and work output of a motor-driven device)* **[Prerequisite Skills: Grade 7 Mathematics, Number, Specific Outcome 18; Grade 8 Mathematics, Number, Specific Outcome 12]**
- investigate and describe techniques for reducing waste of energy in common household devices *(e.g., by eliminating sources of friction in mechanical components, using more efficient forms of lighting, reducing overuse of appliances as in "overdrying" of clothes)*

4. Describe and discuss the societal and environmental implications of the use of electrical energy
   - identify and evaluate sources of electrical energy, including oil, gas, coal, biomass, wind and solar *(e.g., identify and evaluate renewable and nonrenewable sources for generating electricity; evaluate the use of batteries as an alternative to internal combustion engines)*
   - describe the by-products of electrical generation and their impacts on the environment *(e.g., identify by-products and potential impacts of coal-fired electricity generation)*
   - identify example uses of electrical technologies, and evaluate technologies in terms of benefits and impacts *(e.g., identify benefits and issues related to the use of electrical technologies for storing and transmitting personal information)*
   - identify concerns regarding conservation of energy resources, and evaluate means for improving the sustainability of energy use

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:
   Ask questions about the relationships between and among observable variables, and plan investigations to address those questions
   - propose alternative solutions to a given practical problem, select one, and develop a plan
   - identify questions to investigate arising from practical problems and issues *(e.g., identify questions, such as: "How can the amount of electric current in a circuit be controlled?")*
   - rephrase questions in a testable form, and clearly define practical problems *(e.g., rephrase questions, such as: "Why do we use parallel circuits rather than series circuits in household wiring?" to become "How do series circuits and parallel circuits respond differently under load?")*
   - state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict the amount of current in a circuit of known resistance and applied voltage)*
   - formulate operational definitions of major variables in the study of electrical circuits *(e.g., provide operational definitions for current, resistance, voltage, polarity)*

Performing and Recording

Students will:
   Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data
   - use tools and apparatus safely *(e.g., use appropriate sources of electrical energy, and follow procedures to ensure personal and group safety)*
   - estimate measurements *(e.g., estimate the efficiency of a mechanical device)*
   - use instruments effectively and accurately for collecting data *(e.g., use ammeters and voltmeters)*

Analyzing and Interpreting

Students will:
   Analyze qualitative and quantitative data, and develop and assess possible explanations
   - test the design of a constructed device or system
   - evaluate designs and prototypes in terms of function, reliability, safety, efficiency, use of materials and impact on the environment *(e.g., evaluate the safety, durability, efficiency and environmental impact of a personally-constructed wet cell design)*
   - identify and correct practical problems in the way a prototype or constructed device functions

- identify and suggest explanations for discrepancies in data *(e.g., measure the current in similar circuits, and provide possible explanations for differences in current flow)*
- identify potential sources of error, and determine the amount of error in a given measurement *(e.g., identify the precision of voltmeters and ammeters used to measure current flow)*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise
- communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means *(e.g., use charts to present data on the voltage, current (amperage) and resistance found in series and parallel circuits)*
- defend a given position on an issue or problem based on their findings *(e.g., develop and defend a proposal on the appropriateness of an alternative energy source in a given application)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:

Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields *(e.g., actively participate in extracurricular activities, such as science fairs or science and technology challenges; pursue a science- or technology-related hobby; choose to investigate topics related to electrical technologies)*

Mutual Respect

Students will be encouraged to:

Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show awareness of and respect for the scientific thinking, craftsmanship and collaborative effort that goes into the development of electrical devices and systems)*

Scientific Inquiry

Students will be encouraged to:

Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., strive to assess a problem or situation accurately, by careful analysis of evidence gathered; ask questions to clarify meaning or confirm their understanding; report the limitations of their designs; continue working on a problem or research project until the best possible solutions or answers are found)*

Collaboration

Students will be encouraged to:

Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., demonstrate interest and become involved in decision making that requires full-group participation; consider alternative ideas and interpretations suggested by members of the group; share the responsibility for difficulties encountered in an activity)*

Stewardship

Students will be encouraged to:

Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., objectively identify potential conflicts between responding to human wants and needs and protecting the environment)*

Safety

Students will be encouraged to:

Show concern for safety in planning, carrying out and reviewing activities *(e.g., select safe methods in using electrical devices; readily alter a procedure to ensure the safety of members of the group; stay at their own work area during an activity, respecting others' space, materials and work)*

(2003)

Unit E: Space Exploration (Science and Technology Emphasis)

Overview: Technologies have played an essential role in the study of space and in the emerging use of space environments. Our modern understanding of space has developed in conjunction with advances in techniques for viewing distant objects, for transmitting images and data through space, and for manned and unmanned space exploration. A study of space exploration provides an opportunity for students to examine how science and technology interact and to learn how one process augments the other. Students become aware that technologies developed to meet the challenges of space are applied to new purposes.

This unit builds on ideas introduced in Grade 6 Science, Topic C: Sky Science and introduces ideas that will be developed further in Science 30, Unit C: Electromagnetic Energy.

Focusing Questions: How have humans attained a presence in space? What technologies have been developed and on what scientific ideas are they based? How has the development of these technologies contributed to the exploration, use and understanding of space and to benefits on Earth?

Key Concepts

The following concepts are developed in this unit and may also be addressed in other units at other grade levels. The intended level and scope of treatment is defined by the outcomes below.

- technologies for space exploration and observation
- reference frames for describing position and motion in space
- satellites and orbits

- distribution of matter through space
- composition and characteristics of bodies in space
- life-support technologies
- communication technologies

Outcomes for Science, Technology and Society (STS) and Knowledge

Students will:
1. Investigate and describe ways that human understanding of Earth and space has depended on technological development
   - identify different ideas about the nature of Earth and space, based on culture and science *(e.g., compare geocentric and heliocentric models [Note: knowledge of epicycles is not required]; describe Aboriginal views of space and those of other cultures; describe the role of observation in guiding scientific understanding of space)*
   - investigate and illustrate the contributions of technological advances—including optical telescopes, spectral analysis and space travel—to a scientific understanding of space
   - describe, in general terms, the distribution of matter in star systems, galaxies, nebulae and the universe as a whole
   - identify evidence for, and describe characteristics of, bodies that make up the solar system; and compare their composition and characteristics with those of Earth
   - describe and apply techniques for determining the position and motion of objects in space, including:
     - constructing and interpreting drawings and physical models that illustrate the motion of objects in space *(e.g., represent the orbit of comets around the Sun, using a looped-string model)*
     - describing in general terms how parallax and the Doppler effect are used to estimate distances of objects in space and to determine their motion

- describing the position of objects in space, using angular coordinates *(e.g., describe the location of a spot on a wall, by identifying its angle of elevation and its bearing or azimuth; describe the location of the Sun and other stars using altitude-azimuth coordinates, also referred to as horizon coordinates or local coordinates) [Note: A description of star positions based on right ascension and declination is not required.]* **[Prerequisite Skills: Grade 7 Mathematics, Shape and Space, Specific Outcomes 11, 13; Related Skills: Grade 9 Mathematics, Shape and Space, Specific Outcomes 13, 14]**
- investigate predictions about the motion, alignment and collision of bodies in space *(e.g., investigate predictions about eclipses; identify uncertainties in predicting and tracking meteor showers)*

2. Identify problems in developing technologies for space exploration, describe technologies developed for life in space, and explain the scientific principles involved
   - analyze space environments, and identify challenges that must be met in developing life-supporting systems *(e.g., analyze implications of variations in gravity, temperature, availability of water, atmospheric pressure and atmospheric composition)*
   - describe technologies for life-support systems, and interpret the scientific principles on which they are based *(e.g., investigate systems that involve the recycling of water and air)*
   - describe technologies for space transport, and interpret the scientific principles involved *(e.g., describe the development of multistage rockets, shuttles and space stations; build a model vehicle to explore a planet or moon)*
   - identify materials and processes developed to meet needs in space, and identify related applications *(e.g., medicines, remote sensing, microelectronics, polymers, medical imaging, wireless communication technologies, synthesis of fuels)*
   - describe the development of artificial satellites, and explain the major purposes for which they are used *(e.g., communication, GPS—global positioning system, weather observation)*

3. Describe and interpret the science of optical and radio telescopes, space probes and remote sensing technologies
   - explain, in general terms, the operation of optical telescopes, including telescopes that are positioned in space environments
   - explain the role of radio and optical telescopes in determining characteristics of stars and star systems
   - describe and interpret, in general terms, the technologies used in global positioning systems and in remote sensing *(e.g., use triangulation to determine the position of an object, given information on the distance from three different points) [Note: This example involves the use of geometric approaches rather than mathematical calculations.]*

4. Identify issues and opportunities arising from the application of space technology, identify alternatives involved, and analyze implications
   - recognize risks and dangers associated with space exploration *(e.g., space junk, fuel expenditure, satellites burning up in the atmosphere, solar radiation)*
   - describe Canadian contributions to space research and development and to the astronaut program *(e.g., Canadarm)*
   - identify and analyze factors that are important to decisions regarding space exploration and development *(e.g., identify examples of costs and potential benefits that may be considered; investigate and describe political, environmental and ethical issues related to the ownership and use of resources in space)*

Skill Outcomes (focus on problem solving)

Initiating and Planning

Students will:

Ask questions about the relationships between and among observable variables, and plan investigations to address those questions

- identify practical problems *(e.g., identify problems that must be addressed in developing a life-supporting space environment)*
- propose alternative solutions to a given practical problem, select one, and develop a plan *(e.g., design and describe a model of a technology to be used in a space station)*
- state a prediction and a hypothesis based on background information or an observed pattern of events *(e.g., predict the next appearance of a comet, based on past observations; develop a hypothesis about the geologic history of a planet or its moon, based on recent data)*

Performing and Recording

Students will:

Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data

- research information relevant to a given problem
- select and integrate information from various print and electronic sources or from several parts of the same source *(e.g., compile and compare information about two exploratory missions)*
- organize data, using a format that is appropriate to the task or experiment *(e.g., maintain a log of observed changes in the night sky; prepare a data table to compare various planets)*

Analyzing and Interpreting

Students will:

Analyze qualitative and quantitative data, and develop and assess possible explanations

- test the design of a constructed device or system *(e.g., create and test a model device for remote manipulation of materials)*
- identify and correct practical problems in the way a prototype or constructed device functions *(e.g., identify and correct problems in the functioning of a model "remote transportation device" that they have designed and built)*
- identify the strengths and weaknesses of different methods of collecting and displaying data *(e.g., compare Earth-based observations with those made from spacecraft)*
- identify new questions and problems that arise from what was learned *(e.g., identify questions to guide further investigation, such as: "What limits the travelling distance and duration of space exploration?", "How old are the planets, and how did they form?")*

Communication and Teamwork

Students will:

Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results

- receive, understand and act on the ideas of others *(e.g., take into account advice provided by other students or individuals in designing a model space suit or space vehicle)*
- work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise *(e.g., write and act out a skit to demonstrate tasks carried out by astronauts on a mission)*

- defend a given position on an issue or problem, based on their findings *(e.g., conduct appropriate research to justify their position on the economic costs or benefits of space exploration)*

Attitude Outcomes

Interest in Science

Students will be encouraged to:
Show interest in science-related questions and issues, and confidently pursue personal interests and career possibilities within science-related fields *(e.g., express interest in and describe media programs on space science and technology; take an interest in directly observing and interpreting space environments and in personal and group excursions to a space science centre)*

Mutual Respect

Students will be encouraged to:
Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds *(e.g., show an interest in the contributions that women and men from many cultural backgrounds have made to the development of modern science and technology)*

Scientific Inquiry

Students will be encouraged to:
Seek and apply evidence when evaluating alternative approaches to investigations, problems and issues *(e.g., seek accurate data that is based on appropriate methods of investigation; consider observations and ideas from a number of sources before drawing conclusions)*

Collaboration

Students will be encouraged to:
Work collaboratively in carrying out investigations and in generating and evaluating ideas *(e.g., work with others to identify problems and explore possible solutions; share observations and ideas with other members of the group, and consider alternative ideas suggested by other group members; share the responsibility for carrying out decisions)*

Stewardship

Students will be encouraged to:
Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment *(e.g., consider immediate and long-term consequences of personal and group actions; objectively identify potential conflicts between responding to human wants and needs and protecting the environment)*

Safety

Students will be encouraged to:
Show concern for safety in planning, carrying out and reviewing activities *(e.g., select safe methods and tools for collecting evidence and solving problems; readily alter a procedure to ensure the safety of members of the group)*

SOCIAL STUDIES

The Social Studies Kindergarten to Grade 12 Program of Studies has been revised. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2005–2006	Kindergarten Grade 1 Grade 2 Grade 3
2006–2007	Grade 4 Grade 7
2007–2008	Grade 5 Grade 8 10-1, 10-2
2008–2009	Grade 6 (optional) Grade 9 (optional) 20-1, 20-2
2009–2010	**Grade 6** **Grade 9** **30-1, 30-2**

Note: For the 2009–2010 school year, the **new provincially implemented** Grade 9 program of studies (2007) replaces C.19 to C.26 in the existing (Revised 1989) program of studies.

GRADE 9: Canada: Opportunities and Challenges

OVERVIEW

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

RATIONALE

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

TERMS AND CONCEPTS

Canadian Charter of Rights and Freedoms, consumerism, executive branch, governance, *Indian Act*, judicial branch, legislative branch, market economy, mixed economy, social programs, tax base, underground economy

General Outcome 9.1 **Issues for Canadians: Governance and Rights**	General Outcome 9.2 **Issues for Canadians: Economic Systems in Canada and the United States**
Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.	Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	
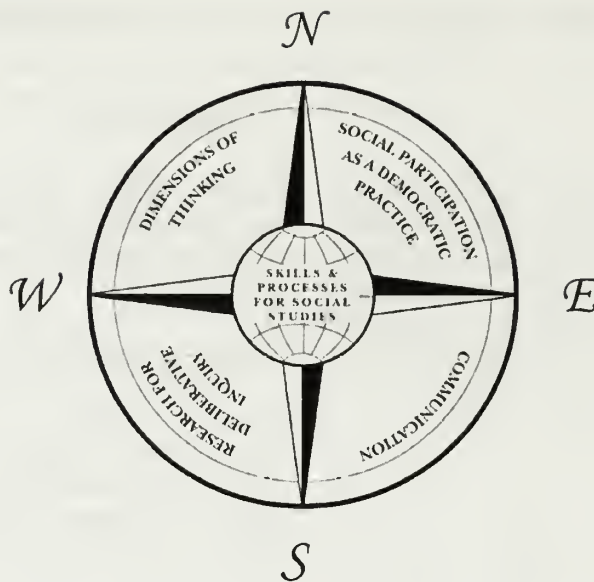
Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
critical thinking and creative thinking	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
historical thinking	analyze selected issues and problems from the past, placing people and events in a context of time and place
geographic thinking	interpret thematic maps to analyze economic and political issues
decision making and problem solving	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
research and information	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
oral, written and visual literacy	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
media literacy	examine techniques used to enhance the authority and authenticity of media messages

9.1   Issues for Canadians: Governance and Rights

General Outcome
Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Specific Outcomes

▸ **Values and Attitudes**

Students will:
9.1.1   **appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)**
9.1.2   **appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)**
9.1.3   **appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)**

▸ **Knowledge and Understanding**

Students will:
9.1.4   **examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:**
  • How are laws passed in the federal political system? (PADM)
  • What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM)
  • What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)
  • To whom are Members of Parliament and Senators accountable? (PADM, C)
  • What is the role of political parties within Canada's federal political system? (PADM, C)
  • What is the role of the media in relation to political issues? (PADM, C)
  • How do lobby groups impact government decision making? (PADM, C)
  • To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)

9.1.5   **analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:**
  • How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)
  • What are citizens' legal roles and their responsibilities? (C, PADM)
  • What is the intention of the *Youth Criminal Justice Act*? (C, PADM)

9.1.6   **assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:**
  • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land Places and People		GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

Grade 9   Social Studies /3
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- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)

9.1.7 **assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:**
- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM)
- To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C)
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
- How does the *Indian Act* recognize the status and identity of Aboriginal peoples? (PADM, I, C)
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP)
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP)

9.1.8 **assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:**
- What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM)
- How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)
- What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)
- How are provincial governments able to influence and implement immigration policies? (PADM, GC)
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM)
- To what extent does Canada benefit from immigration? (GC, PADM)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People		GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

9.2   Issues for Canadians: Economic Systems in Canada and the United States

General Outcome
Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Specific Outcomes

▸ **Values and Attitudes**

Students will:
9.2.1   **appreciate the values underlying economic decision making in Canada and the United States (C, ER)**
9.2.2   **appreciate the relationship between consumerism and quality of life (C, CC)**
9.2.3   **appreciate the impact of government decision making on quality of life (C, CC, PADM)**

▸ **Knowledge and Understanding**

Students will:
9.2.4   **compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:**
- What are the principles of a market economy? (ER)
- Why do governments intervene in a market economy? (ER, PADM)
- Why is Canada viewed as having a mixed economy? (ER, PADM)
- What is the role of the consumer in market and mixed economies? (ER)
- To what extent do consumer actions reflect individual and collective identity? (ER, I)
- How has the emergence of labour unions impacted market and mixed economies? (ER)
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)

9.2.5   **assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:**
- What are the indicators of quality of life? (PADM, ER)
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)
- How does marketing impact consumerism? (ER)
- How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)
- How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)

	C	Citizenship		I	Identity	
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- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)
- What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I)

9.2.6   assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:
- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM)
- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM)
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C)
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People		GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

SKILLS AND PROCESSES FOR GRADE 9

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➢.

▶ DIMENSIONS OF THINKING

Students will:

9.S.1   develop skills of critical thinking and creative thinking:
- determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
- evaluate, critically, ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- ➢ access diverse viewpoints on particular topics by using appropriate technologies
- ➢ assemble and organize different viewpoints in order to assess their validity

9.S.2   develop skills of historical thinking:
- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- ➢ create a simulation or a model by using technology that permits the making of inferences
- ➢ identify patterns in organized information

9.S.3   develop skills of geographic thinking:
- interpret thematic maps to analyze economic and political issues
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- construct diagrams, charts, graphs and tables to analyze geographic information
- define geographic problems and issues and pose geographic questions
- ➢ access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS)

9.S.4.   demonstrate skills of decision making and problem solving:
- take appropriate action and initiative when required in decision-making and problem-solving scenarios
- participate in and predict outcomes of problem-solving and decision-making scenarios
- propose and apply strategies or options to solve problems and deal with issues
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- ➢ articulate clearly a plan of action to use technology to solve a problem
- ➢ identify the appropriate materials and tools to use in order to accomplish a plan of action
- ➢ evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

9.S.5   demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
- ➢ access, retrieve and share information from electronic sources, such as common files
- ➢ use networks to brainstorm, plan and share ideas with group members

9.S.6   develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

9.S.7   apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- include and organize references as part of research
- ➢ create a plan for an inquiry that includes consideration of time management
- ➢ demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of "and" or "or" between search topics and the choice of appropriate search engines for the topic
- ➢ develop a process to manage volumes of information that can be made available through electronic sources
- ➢ evaluate the relevance of electronically accessed information to a particular topic
- ➢ make connections among related, organized data, and assemble various pieces into a unified message
- ➢ refine searches to limit sources to a manageable number
- ➢ analyze and synthesize information to create a product

▶ COMMUNICATION

Students will:

9.S.8   demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others to understand their perspectives

9.S.9   develop skills of media literacy:

- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 9

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Canadian Charter of Rights and Freedoms
Document entrenched in the *Constitutional Act*, 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.

consumerism
Economic theory concerned specifically with the purchase and/or use of goods and services.

executive branch
Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet.

governance
The act, process or power of governing.

Indian Act
Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1876 and amended several times.

judicial branch
Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada.

legislative branch
Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate.

market economy
Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies.

mixed economy
Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector.

social programs
Programs established by the government to reduce economic inequalities and to promote the well-being of citizens.

tax base
Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government.

underground economy
Pertaining to secretive economic activities that are not within the law, often referred to as the "black market."

ABORIGINAL LANGUAGE AND CULTURE PROGRAMS

CONTENTS

CREE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Cree language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Cree Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PHILOSOPHY

The Cree *(Nehiyaw)* worldview is not a polarized view but a holistic view. It is not *this* **or** *that* but *this* **and** *that.* It holds that all life forms are interconnected and that life is sacred. Human beings are not at the top of a ladder but are one part of a sacred circle. Emotional, physical, mental and spiritual realms are not separate but recognized as part of the whole.

Traditionally, responsibility within the *Nehiyaw* culture primarily involved contributing to the well-being and success of the group—the family, extended family and community. Leadership was developed through service to the community, and cooperation and helping others were crucial to survival. Traditional *Nehiyaw* culture revolves around the connection to Mother Earth and the relationship with family and community.

The concept of Mother Earth in *Nehiyaw* worldview not only encompasses the land but also all animals, minerals, rocks, water, plant life and all interconnectedness with humans. Cree people do not use the products and minerals of Mother Earth as commodities but regard them as relatives and treat them with the utmost respect.

Four aspects common to Mother Earth in *Nehiyaw* worldview that can be honoured in the classroom are:

- the interconnectedness of all things
- the connection to the land and community
- the dynamic and changing nature of the world
- the strength that develops in *power with* not *power over.*

Language proceeds from the worldview of a culture. The *Nehiyaw* worldview and philosophy is imbedded in the language and culture. It is also evident in the *Nehiyaw* pedagogy and ways of learning.

RATIONALE FOR LEARNING CREE (*NEHIYAWEWIN*)

Cree (*Nehiyawewin ekîmiy'kôwisiyahk*) is a gift of *Omâmawi Ohtâwîmâw* (the Creator). Elders are the keepers of the language and, consequently, of the beliefs and culture. Indeed, language and culture are inextricably woven.

The importance of Cree language learning has been expressed by Dr. Anne Anderson, who states in the forewords to her Métis Cree resource books that the way to a people's heart is through their language.

According to Canada's 2006 Census, there are 87 285 Cree speakers in Canada. Cree is one of the most widely spoken languages in Canada in various dialects.

The value of learning Cree (*Nehiyawewin*), to Aboriginal and non-Aboriginal students, is enormous. It permits insights into a worldview of spiritual and natural dimensions. When one speaks the language, Elders and their wisdom become accessible. Learning Cree also enhances one's self-esteem by strengthening cultural identity. Use of language is also the best means of transmitting culture to the next generation.

NATURE OF THE CREE LANGUAGE

The Cree language, or *Nehiyawewin*, is one of many indigenous languages within the Algonkian family of languages. The Cree "Y" dialect that is used in this program of studies is one of the five major dialects in Canada. Cree is a language of relationships—relationships to *Omâmawi Ohtâwîmâw* (the Creator), to others (kinship) and to *Kikâwînaw Askiy* (Mother Earth), which encompasses all living things. It is a rich and complex language because it relates to kinship, nature and spirituality.

The Roman orthography recommended for the instruction of Cree is the Pentland orthography, which is based on the Cree syllabics of standard orthography. The "Y" dialects of the Plains and Woodland Cree of Alberta use 14 English letters, of which 8 are consonants (c, k, m, n, p, s, t and h), 3 are short vowels (a, i, o), 4 are long vowels (a, i, o, e), and "w" and "y" are listed as semi-vowels. A sound variation occurs within the same dialect based on regional and cultural differences.

VOICES OF THE ELDERS, KNOWLEDGE KEEPERS AND COMMUNITY EXPERTS

The wisdom of the Elders is central to cultural learning according to Cree perspective. Elders are the "keepers of knowledge," and it is their guidance that Cree people seek as they strive for balance in their relationships with *Omâmawi Ohtâwîmâw* (the Creator), the natural world, other people and themselves.

Alberta Education acknowledges the necessity of guidance from the Elders, other knowledge keepers and community experts if this program is truly to reflect Cree perspectives and content. Each community wishing to establish a language and culture program must turn to its own Elders, knowledge keepers and community experts for guidance. It is only in this way that Aboriginal language and culture programs can succeed in achieving the goal of language revitalization. The Cree Language and Culture Nine-year Program, Grades 7–8–9 has been developed based on the support of various Elders and the support and advice of community experts and knowledge keepers from Treaty 6 First Nations, Treaty 8 First Nations, the Métis Nation of Alberta and the Métis Settlements.

Oral Tradition

In *Nehiyaw* culture, oral tradition has been the most important method for passing information and knowledge from one generation to another. Students need to be taught to value and respect oral tradition.

Storytellers have always been respected within traditional *Nehiyaw* culture. Storytellers carry within their stories the legends, spiritual truths and history of the Cree people. Stories pass on the values and beliefs that are important to Cree people, and stories preserve the language. Storytellers speak from the heart, and the listener listens from the heart.

There are many types of stories. Sacred stories are only told in the winter, unless special permission is given. Some stories are short, with a particular message or moral, and most are full of humour. Many stories are open-ended, long extended stories with many levels of meaning.

Stories are repeated over and over and change over time to reflect life in the community. As listeners mature and gain life experience, the meanings and lessons in the stories reveal themselves in different ways. What one discovers in a story as a child can be very different from what he or she discovers as an adult. A story written on paper becomes frozen in time, whereas the beauty of an oral story is that it remains a living, flexible and dynamic part of culture and language.

Spirituality

Although the Elders strongly recommend that the connection to *Omâmawi Ohtâwîmâw* (the Creator) be interwoven throughout the program of studies, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one's individual integrity is respected.

Our Relationship with the Natural World

People are not greater than the things in nature. The natural world has its own laws that must be respected if people are going to be sustained by it. People are identified by the land they have historically inhabited and on which they have learned to survive. Even today, it is necessary to live with the laws of nature and to feel a part of it.

Our Relationship with One Another

Agreement on rules enables cooperation and group strength, which is greater than individual strength. Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

Our Relationship with Ourselves

Each person is born sacred and complete. *Omâmawi Ohtâwîmâw* (the Creator) has given each person the gift of a body and the choice to care for and use that body with respect.

Omâmawi Ohtâwîmâw (the Creator) has given each person the capacity and choice to learn.

"I had no schooling. When I was a kid, I used to watch people steadily. I would go to my grandmother and she told me what rules to follow."
— Vernon Makokis, Saddle Lake, Alberta

Omâmawi Ohtâwîmâw (the Creator) has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Cree (*Nehiyawewin*) leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Cree (*Nehiyawewin*) and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Cree and are studying Cree as a second language.

CONCEPTUAL MODEL

Two curriculum frameworks developed under the Western Canadian Protocol for Collaboration in Basic Education—*The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12,* June 2000, and *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12,* June 2000—have provided guidance in the development of the Cree Language and Culture Nine-year Program (Grade 4 to Grade 12).

The aim of this Cree language and culture program of studies is the development of communicative competence and cultural knowledge, skills and values in Cree. It is important that the focus of this program of studies be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

Four Components

For the purposes of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Cree are represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Community Membership aims to develop the understandings, views and values of Cree culture.

Strategies help students learn and communicate more effectively and more proficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning and cultural teachings are integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language and cultural learning progress is an expanding spiral. Students' progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language and cultural learning activities are best structured. Particular lexical fields, learning strategies or language functions are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.
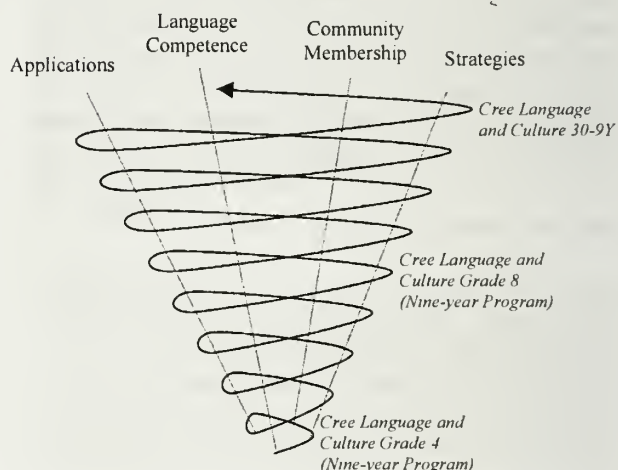
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined previously.

Applications [A]
- Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

Language Competence [LC]
- Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

Community Membership [CM]
- Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

Strategies [S]
- Students will use strategies to maximize learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

★ discretionary (see further details on p. 32)

General Outcomes

Applications

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.
A–1 to share information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to enhance their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawâkanak ka ta nihtâ nehiyawewak.*)
LC–1 attend to the form of the language
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how the language is organized, structured and sequenced

Strategies

Students will use strategies to maximize learning and communication.
S–1 language learning
S–2 language use
S–3 cultural learning
S–4 general learning

Community Membership

Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth ★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator ★).
CM–1 *Kikâwînaw Askiy* (Mother Earth ★)
CM–2 others
CM–3 themselves

★ discretionary (see further details on p. 32)

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–2   interpret and produce oral texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on familiar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses to formulate oral text and to self-correct	a. manage short interactions with ease, using pauses to formulate oral text and to self-correct	a. manage simple, routine interactions with ease, asking for repetition or clarification when necessary

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions
and personal perspectives

to share
information

to get things done

Students will use and apply Cree in various situations and for different purposes at home, in school and in the community.

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to enhance their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

It is important that the focus of the Applications component be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

A–1 to share information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic	a. understand and use descriptions, comparisons and examples	a. share facts about past, present and future events

A–2 to express emotions and personal perspectives

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–2.1 share ideas, thoughts, preferences	a. inquire about and express agreement and disagreement, and approval and disapproval	a. inquire about and express interest or lack of interest, and satisfaction and dissatisfaction	a. inquire about and express possibility, probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar situations	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations	a. give, follow and respond to advice and warnings	a. make and respond to suggestions or requests in community situations
A–3.2 state personal actions	a. state personal actions in the past, present and future	a. accept or decline an offer or invitation	a. learn consequences in a variety of situations
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. paraphrase, elaborate on and clarify another member's contribution

A–4   to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual and friendly exchanges with classmates	a. use routine means of interpersonal communication	a. give appropriate compliments

A–5   to enhance their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in what they are doing	a. explore and express the meaning of what they are doing b. explore classification systems and criteria for categories
A–5.2 gather and organize information	a. compose questions to guide research b. identify sources of information	a. gather and record information, using a prepared format	a. organize and prepare information, using a variety of techniques
A–5.3 solve problems	a. experience, reflect upon and discuss problem-solving stories	a. reflect upon and discuss personal problem-solving experiences and stories	a. recognize potential problems and their potential consequences
A–5.4 explore perspectives and values	a. explore how the Cree worldview and values influence personal behaviour and choices b. gather thoughts, ideas and opinions on a topic within their own experience	a. explore and discuss how the Cree worldview and values influence personal behaviour and choices	a. understand how the Cree worldview and values influence their own and others' behaviour and choices

A–6   for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret humour in a variety of activities	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour in a variety of ways and situations
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	a. use the language creatively and for aesthetic purposes; e.g., write short stories from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., learn a craft, dance or song	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters	a. use the language for personal enjoyment; e.g., use the Internet to explore Cree culture

Language Competence
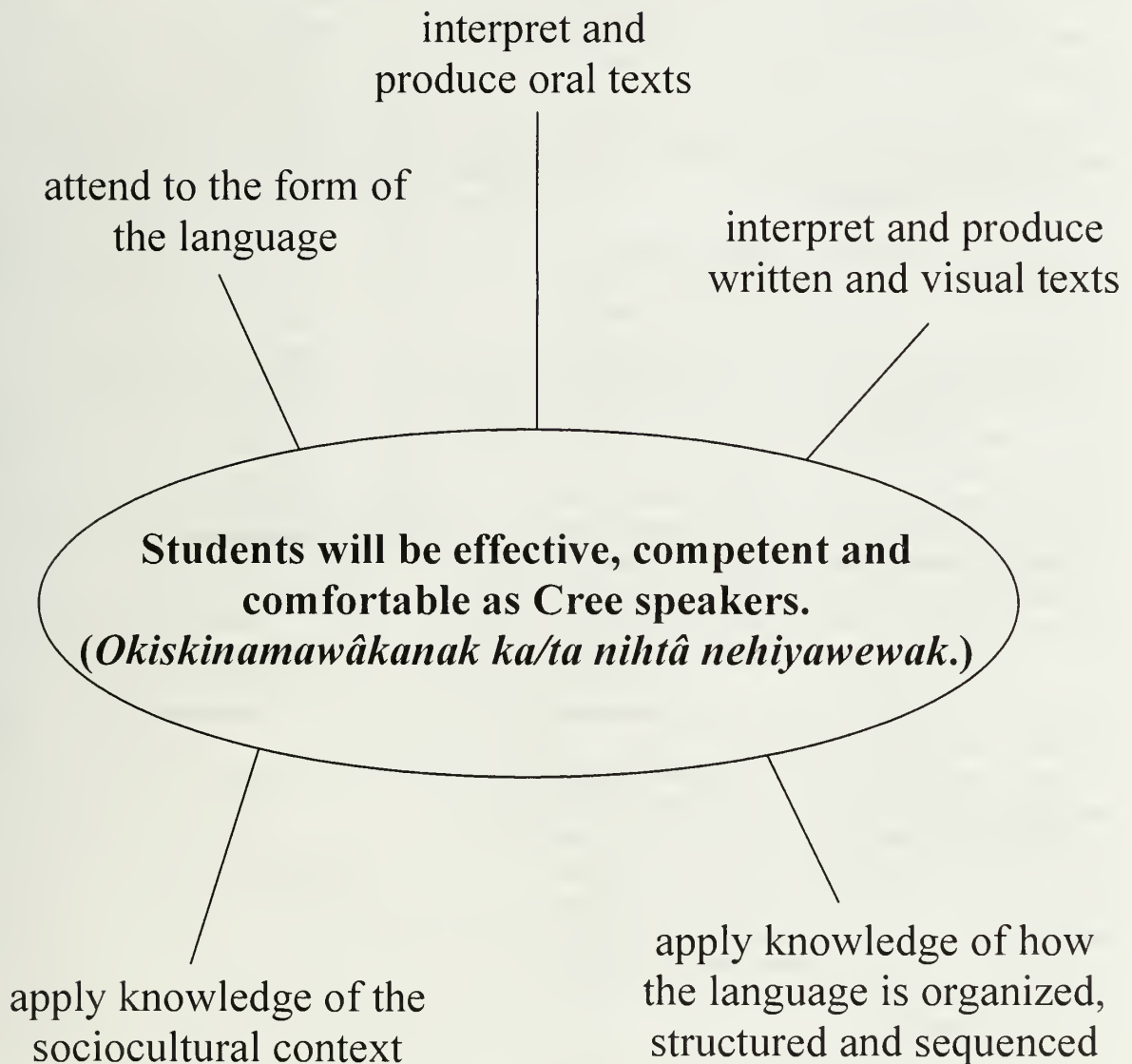
interpret and
produce oral texts

attend to the form of
the language

interpret and produce
written and visual texts

**Students will be effective, competent and
comfortable as Cree speakers.
(*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)**

apply knowledge of the
sociocultural context

apply knowledge of how
the language is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Cree language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks in which the language is used for real purposes—in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Cree language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

It is important that the focus of the Language Competence component be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

Note: The following abbreviations are used in the grammatical elements section, under the cluster heading "attend to the form of the language":

NA	Animate noun
NI	Inanimate noun
VAI	Animate intransitive verb
VII	Inanimate intransitive verb
VTA	Transitive animate verb
VTI	Transitive inanimate verb
1S	First person singular
2S	Second person singular
3S	Third person singular
1P	First person plural
2I	Second person inclusive
2P	Second person plural
3P	Third person plural
O	Proximate singular
OP	Proximate plural
O'	Obviative singular
O'P	Obviative plural

LC–1 attend to the form of the language

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC-1.1 phonology	a. try to enunciate unfamiliar words independently and confidently	a. enunciate unfamiliar words independently and confidently	a. use intonation, stress and rhythm appropriately in familiar situations
LC-1.2 orthography	a. recognize and use some basic writing conventions	a. use basic spelling patterns in writing familiar words and phrases	a. apply basic spelling patterns consistently in writing familiar words
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • relationships/kinships • plants and seasons • entertainment • shopping • other Aboriginal communities • world of work • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • fashion • peers and friendship • extracurricular activities • cooking • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • social events • healthy living • our land • family traditions • crafts/arts • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
• changing a transitive inanimate verb such as *iteyihta* (VTI) "to think about it" to noun form by adding the suffix *–mowin* → *iteyihtamowin* "thought" • commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object: 2S *Kitâpahta/kanawâpahta.* "You look." 2P *Kitâpahtamok/ kanawâpahtamok.* "All of you look." 2I *Kitâpahtetân/ kanawâpahtetân.* "Let's all of us look." • simple sentences including a subject marker along with an action word involving an inanimate object (VTI) in independent form/mode and conjunct form/mode: 1P *Ni wâpahtenân/e wâpahtamâhk.* "We see it." 2I *Ki wâpahte(nâ)naw/e wâpahtamahk.* "We see it." 2P *Ki wâpahtenâwâw/e wâpahtamek.* "You (you all) see it." 3P *Wâpahtamwak/e wâpahtahkik (kwâw*).* "They see it." * Northern Plains Cree variation.	• commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object: 2S *Kitâpahta/kanawâpahta.* "You look." 2P *Kitâpahtamok/ kanawâpahtamok.* "All of you look." 2I *Kitâpahtetân/ kanawâpahtetân.* "Let's all of us look." • subjunctive mode for animate intransitive verbs (VAI): **If** 1S *Mîc'soyâni …* "If I eat …" 2S *Mîc'soyani …* "If you eat …" 3S *Mîc'soci …* "If s/he eats …" **When** 1S *Kâ mîc'soyân …* "When I eat …" 2S *Kâ mîc'soyan …* "When you eat …" 3S *Kâ mîc'sot …* "When s/he eats …" • weather verbs in past and future tenses: – *Mispon.* "It is snowing." – *Kî mispon.* "It (did/had/was) snow(ed/ing)." – *Wî mispon.* "It is going to snow." • words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes *postayiwinise* (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")	• emphasizing continuous action by using reduplicative prefix markers (replaces the use of particles always and forever): – *Ni nânestosin.* "I'm always tired." – *Ni tâhitohtân/ni tayitohtân otenâhk.* "I'm forever going to town." – *Mâmispon.* "It's always snowing." • descriptive words using inanimate intransitive verbs (VII) in both singular and plural forms: O *Apisâsin/eh apisâsik tehtapiwin.* "The chair is small." OP *Apisâsinwa/eh apisâsiki tehtapiwina.* "The chairs are small." O' *Apisâsiniyiw/eh apisâsiniyik otehtapiwin.* "His/her chair is small." O'P *Apisâiniyiwa'eh apisâsiniyiki otehtapiwiniwâwa.* "Their chair is small." O *Wihkasin/e wihkasik mîcimâpoy.* "The soup tastes good." OP *Wihkasinwa/e wihkasiki nîcimâpoya.* "The soups taste good." O' *Wihkasiniyiw/e wihkasiniyik omîcimâpôm.* "His/her soup tastes good." O'P *Wihkasiniyiwa/e wihkasiniyiki omîcimâpôma.* "Their soup tastes good."

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
• words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes **postayiwinise** (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes") • conjugating VTI verbs in 1S, such as: – *Ni postaskisinân.* "I put my shoes on." – *Ni postayiwinisân.* "I put on my clothes." • subjunctive mode for animate intransitive verbs (VAI): **If** 1S *Mîc'soyâni* ... "If I eat ..." 2S *Mîc'soyani* ... "If you eat ..." 3S *Mîc'soci* ... "If s/he eats ..." **When** 1S *Kâ mîc'soyân* ... "When I eat ..." 2S *Kâ mîc'soyan* ... "When you eat ..." 3S *Kâ mîc'sot* ... "When s/he eats ..." • locative nouns acting as prepositions *ohk, hk, ihk*—**in the, on the, to the, at the**: – *atâwew'kamikohk* "at the store" – *otenâhk* "in the city" – *tehtapiwinihk* "on the chair" • personal pronouns in singular and plural emphatic "too" form: 1S *nîsta* "I, me, mine too" 2S *kîsta* "you, yours too" 3S *wîsta* "he/she, his/hers, him/her too" 1P *nîstanân* "we, us, ours too" 2I *kîstanaw* "we, us, ours too" 2P *kîstawâw* "you, yours (you all) too" 3P *wîstawâw* "they, them, their, theirs too"	• conjugating VTI verbs in 1S, such as: – *Ni postaskisinân.* "I put my shoes on." – *Ni postayiwinisân.* "I put on my clothes." • *ka* (**will** – future definite) in the independent form/mode of the verb (changes meaning from **will → to** and creates a noun phrase): – *Ni miyweyihten ka nîmihtoyân.* "I like **to** dance." – *Ni miyweyihten ka kiyokawak.* "I like **to** visit him/her." – *Ni meyweyihten ka mîciyân mîcimâpoy.* "I like **to** eat soup." • transitive inanimate verbs (VTI), such as *wâpahta* "see it," in sentences using the conjugated plural form paradigms in both independent and conjunct forms/modes: 1P *Ni wâpahtenân/e wâpahtamâhk.* "We see it." 2I *Ki wâpahte(nâ)naw/e wâpahtamahk.* "We see it." 2P *Ki wâpahtenâwâw/e wâpahtamek.* "You (you all) see it." 3P *Wâpahtamwak/e wâpahtahkik (kwâw*).* "They see it." * Northern Plains Cree variation.	• days of the week along with past and future tense markers in 1st and 2nd persons: 1S *Kâ niyânanokîsikâk ni kîhitohtân otenâhk.* "I went to the city on Friday." 2S *Niyânanokîsikâki cî ki wîhitohtân otenâhk.* "Are you going to the city on Friday?" • weather verbs in past and future tenses: – *Mispon.* "It is snowing." – *Kî mispon.* "It (did/had/was) snow(ed/ing)." – *Wî mispon.* "It is going to snow." • weather verbs in the subjunctive mode: – *Ni kî kîwân kâ kimowahk.* "I went home when it rained." – *Kî kîwew kâ kimowaniyik.* "S/he went home when it rained." – *Ni ka kîwân kîspin sâkâsteki.* "I will go home if it is sunny." – *Ka kîwew kîspin sâkâsteki.* "S/he will go home if it is sunny." • *ka* (**will** – future definite) in the independent form/mode of the verb (changes meaning from **will → to** and creates a noun phrase): – *Ni miyweyihten ka nîmihtoyân.* "I like **to** dance." – *Ni miyweyihten ka kiyokawak.* "I like **to** visit him/her." – *Ni meyweyihten ka mîciyân mîcimâpoy.* "I like **to** eat soup."

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LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	• days of the week along with past and future tense markers in 1ˢᵗ and 2ⁿᵈ persons: 1S *Kâ niyânanokîsikâk ni kîhitohtân otenâhk.* "I went to the city on Friday." 2S *Niyânanokîsikâki cî ki wîhitohtân otenâhk.* "Are you going to the city on Friday?"	• independent clause and subjunctive clause for animate intransitive verbs (VAI): **If** 1S *Mîc'soyâni* ... "If I eat ..." 2S *Mîc'soyani* ... "If you eat ..." 3S *Mîc'soci* ... "If s/he eats ..." **When** 1S *Kâ mîc'soyân* ... "When I eat ..." 2S *Kâ mîc'soyan* ... "When you eat ..." 3S *Kâ mîc'sot* ... "When s/he eats ..." • transitive animate verbs (VTA), such as *wâpam* "see it/him/her," in sentences using the conjugated singular form paradigms in both independent and conjunct forms/modes: 1S *Ni wâpamâw/e wâpamak minôs.* "I see a cat." 2S *Ki wâpamâw/e wâpamat minôs.* "You see a cat." 3S *Wâpamew/e wâpamât minôsa.* "S/he sees a cat."

(continued)

LC–1.4 grammatical elements

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

Grade 7

- plural demonstrative pronouns to refer to **these** and **those** for both genders:
  these – *ôki, ôhi*
  those – *aniki/neki, anihi/nehi*
- the following indefinite pronouns:
  someone – *âwîyak*
  something – *kîkway*
  everyone – *pikwâwiyak*
  everything – *pikokîkway/ pokokîkway*
  no one – *namâwiyak*
  nothing – *namakîkway*
  all – *kahkiyaw âwiyak, kahkiyaw kîkway*
- affixes to indicate noun sizes:
  – *mistihkomân* "machete"
  – *misiminôs* "a large cat"
  – *mahkisitew* "s/he has large feet"
  – *ocenâs* "small town/ hamlet/village"
  – *minôsis* "kitten"
  – *acimosis* "puppy"
- words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes *postayiwinise* (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")
- conjugating VTI verbs in 1S, such as:
  – *Ni postaskisinân.* "I put my shoes on."
  – *Ni postayiwinisân.* "I put on my clothes."

Grade 8

- changing a transitive inanimate verb such as *iteyihta* (VTI) "to think about it" to noun form by adding the suffix *–mowin* → *iteyihtamowin* "thought"
- commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object:
  2S *Kitâpahta/kanawâpahta.* "You look."
  2P *Kitâpahtamok/ kanawâpahtamok.* "All of you look."
  2I *Kitâpahtetân/ kanawâpahtetân.* "Let's all of us look."
- simple sentences including a subject marker along with an action word involving an inanimate object (VTI) in independent form/mode and conjunct form/mode:
  1P *Ni wâpahtenân/e wâpahtamâhk.* "We see it."
  2I *Ki wâpahte(nâ)naw/e wâpahtamahk.* "We see it."
  2P *Ki wâpahtenâwâw/e wâpahtamek.* "You (you all) see it."
  3P *Wâpahtamwak/e wâpahtahkik (kwâw*).* "They see it."
  * Northern Plains Cree variation.

Grade 9

- days of the week along with past and future tense markers in 1st and 2nd persons:
  1S *Kâ niyânanokîsikâk ni kîhitohtân otenâhk.* "I went to the city on Friday."
  2S *Niyânanokîsikâki cî ki wîhitohtân otenâhk.* "Are you going to the city on Friday?"
- commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object:
  2S *Kitâpahta/kanawâpahta.* "You look."
  2P *Kitâpahtamok/ kanawâpahtamok.* "All of you look."
  2I *Kitâpahtetân/ kanawâpahtetân.* "Let's all of us look."
- words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes *postayiwinise* (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")
- conjugating VTI verbs in 1S, such as:
  – *Ni postaskisinân.* "I put my shoes on."
  – *Ni postayiwinisân.* "I put on my clothes."

(continued)

(vertical margin text: LC–1.4 grammatical elements)

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to the form of the language

Grade 7
(Nine-year Program)

- imperatives (commands or requests) for VTA such as *nitohtaw* "to listen to someone":
  – *Nitohtawin.* "Listen to me." (2S to 1S)
  – *Nitohtawik.* "All of you listen to me." (2P to 1S)
- animate intransitive verbs (VAI), such as *api* "to sit," in sentences using the conjugated singular and plural form paradigms in both independent and conjunct forms/modes:
  1S *Nitapin/eh apiyân.* "I am sitting."
  2S *Kitapin/eh apiyan.* "You are sitting."
  3S *Apiw/eh apit.* "S/he sits."
  1P *Nitapinân/eh apiyâhk.* "We are sitting."
  2I *Kitapinânaw/eh apiyahk.* "We (all) are sitting."
  2P *Kitapinânwâw/eh apiyek.* "You (all) are sitting."
  3P *Apiwak/eh apicik/eh apitwâw.* "They are sitting."
- noun possessive form for animate (NA) and inanimate (NI) nouns, indicating singular personal pronoun possessive forms:
  1S *niminôsim* "my cat"
  2S *kiminôsim* "your cat"
  3S *ominôsima* "his/her cat"
  1S *nitehtapiwina* "my chairs"
  2S *kitehtapiwina* "your chairs"
  3S *otehtapiwina* "his/her chairs"
- colour descriptors for plural animate (NA) and plural inanimate (NI) nouns:
  3P *Wâpiskisiwak/e wâpiskisicik/e wâpiskisitwâw minôsak.* "The cats (NA) are white."
  OP *Wâpiskâwa/e wâpiskâki tehtapiwina.* "The chairs (NI) are white."

Grade 8
(Nine-year Program)

- words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes *postayiwinise* (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")
- conjugating VTI verbs in 1S, such as:
  – *Ni postaskisinân.* "I put my shoes on."
  – *Ni postayiwinisân.* "I put on my clothes."
- subjunctive mode for animate intransitive verbs (VAI):
  If
  1S *Mîc'soyâni* … "If I eat …"
  2S *Mîc'soyani* … "If you eat …"
  3S *Mîc'soci* … "If s/he eats …"
  When
  1S *Kâ mîc'soyân* … "When I eat …"
  2S *Kâ mîc'soyan* … "When you eat …"
  3S *Kâ mîc'sot* … "When s/he eats …"

Grade 9
(Nine-year Program)

- subjunctive mode for animate intransitive verbs (VAI):
  If
  1S *Mîc'soyâni* … "If I eat …"
  2S *Mîc'soyani* … "If you eat …"
  3S *Mîc'soci* … "If s/he eats …"
  When
  1S *Kâ mîc'soyân* … "When I eat …"
  2S *Kâ mîc'soyan* … "When you eat …"
  3S *Kâ mîc'sot* … "When s/he eats …"
- transitive inanimate verbs (VTI), such as *wâpahta* "see it," in sentences using the conjugated plural form paradigms in both independent and conjunct forms/modes:
  1P *Ni wâpahtenân/e wâpahtamâhk.* "We see it."
  2I *Ki wâpahte(nâ)naw/e wâpahtamahk.* "We see it."
  2P *Ki wâpahtenâwâw/e wâpahtamek.* "You (you all) see it."
  3P *Wâpahtamwak/e wâpahtahkik (kwâw*).* "They see it."
  * Northern Plains Cree variation.

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LC–1   attend to the form of the language

<div style="float:left">LC–1.4
grammatical elements</div>

Grade 7
(Nine-year Program)

- tense markers:
  - *Kî* – past tense (*Ni kîhapin.* "I did sit/I was sitting.")
  - *Ka* – future definite tense marker "will/shall" (*Ni kahapin.* "I will/shall sit.")
  - *Wî* –future intentional tense marker "going to" (*Ni wîhapin.* "I'm going to sit.")
- simple sentences including a subject marker, in singular, along with an action word involving an inanimate object (VTI) in independent form/mode and conjunct form/mode:
  1S *Ni wâpahten/e wâphatamân tehtapiwin.* "I see a chair."
  2S *Ki wâpahten/e wâpahtaman tehtapiwin.* "You see a chair."
  3S *Wâphatam/e wâpahtahk tehtapiwin.* "S/he sees a chair."
- preverbal particles attached to commands/requests verbs:
  nohte "want to …"
  pe "come (and) …"
  kahkî/kakî "can/would/could"
  - *Pehapi.* "Come and sit."
  - *Ni nohtehapin.* "I want to sit."
  - *Ki nohtehapin (cî).* "Do you want to sit?"
  - *Nohte apiw.* "S/he wants to sit."
  - *Kahkî/kakî pehapin cî.* "Can you come and sit?"
- locative nouns acting as prepositions *ohk, hk, ihk*—**in the, on the, to the, at the:**
  - *atâwew 'kamikohk* "at the store"
  - *otenâhk* "in the city"
  - *tehtapiwinihk* "on the chair"
- personal pronouns in singular and plural emphatic "too" form:
  1S *nîsta* "I, me, mine too"
  2S *kîsta* "you, yours too"
  3S *wîsta* "he/she, his/hers, him/her too"
  1P *nîstanân* "we, us, ours too"
  2I *kîstanaw* "we, us, ours too"
  2P *kîstawâw* "you, yours (you all) too"
  3P *wîstawâw* "they, them, their, theirs too"

Grade 8
(Nine-year Program)

- preverbal particles attached to commands/requests verbs:
  nohte "want to …"
  pe "come (and) …"
  kahkî/kakî "can/would/could"
  pe wâpahta "come and see it (NI)"
  - *Ni nohte wâpahten.* "I want to see it (NI)."
  - *Ki nohte wâpahten (cî).* "Do you want to see it (NI)?"
  - *Nohte wâpahtam.* "S/he wants to see it (NI)."
  - *Kahkî/kakî pe wâpahten cî.* "Can you come and see it (NI)?"

Grade 9
(Nine-year Program)

- preverbal particles attached to commands/requests verbs:
  nohte "want to …"
  pe "come (and) …"
  kahkî/kakî "can/would/could"
  pe wâpam "come and see it/him/her (NA)"
  - *Ni nohte wâpamâw.* "I want to see it/him/her (NA)."
  - *Ki nohte wâpamâw (cî).* "Do you want to see it/him/her (NA)?"
  - *Nohte wâpamew.* "S/he wants to see it/him/her (NA)."
  - *Kahkî/kakî pe wâpamâw cî.* "Can you come and see it/him/her (NA)?"

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

(continued)

LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

Grade 7 (Nine-year Program)

- noun possessive:
  head   *nistikwân*
            kistikwân
            ostikwân
  mother   *nikâwiy*
            kikâwiy
            okâwiya
- the following indefinite pronouns:
  someone – *âwîyak*
  something – *kîkway*
  everyone – *pikwâwiyak*
  everything – *pikokîkway/ pokokîkway*
  no one – *namâwiyak*
  nothing – *namakîkway*
  all – *kahkiyaw âwiyak, kahkiyaw kîkway*
- imperatives (commands or requests) for VTA such as *nitohtaw* "to listen to someone":
  - *Nitohtawin.* "Listen to me." (2S to 1S)
  - *Nitohtawik.* "All of you listen to me." (2P to 1S)
- locative nouns acting as prepositions *ohk, hk, ihk*—**in the, on the, to the, at the:**
  - *atâwew 'kamikohk* "at the store"
  - *otenâhk* "in the city"
  - *tehtapiwinihk* "on the chair"

Grade 8 (Nine-year Program)

- plural demonstrative pronouns to refer to **these** and **those** for both genders:
  these – *ôki, ôhi*
  those – *aniki/neki, anihi/nehi*
- affixes to indicate noun sizes:
  - *mistihkomân* "machete"
  - *misiminôs* "a large cat"
  - *mahkisitew* "s/he has large feet"
  - *ocenâs* "small town/hamlet/village"
  - *minôsis* "kitten"
  - *acimosis* "puppy"
- the following indefinite pronouns:
  someone – *âwîyak*
  something – *kîkway*
  everyone – *pikwâwiyak*
  everything – *pikokîkway/ pokokîkway*
  no one – *namâwiyak*
  nothing – *namakîkway*
  all – *kahkiyaw âwiyak, kahkiyaw kîkway*
- imperatives (commands or requests) for VTA such as *nitohtaw* "to listen to someone":
  - *Nitohtawin.* "Listen to me." (2S to 1S)
  - *Nitohtawik.* "All of you listen to me." (2P to 1S)
- colour descriptors for plural animate (NA) and plural inanimate (NI) nouns:
  3P *Wâpiskisiwak/e wâpiskisicik/e wâpiskisitwâw minôsak.* "The cats (NA) are white."
  OP *Wâpiskâwa/e wâpiskâki tehtapiwina.* "The chairs (NI) are white."

Grade 9 (Nine-year Program)

- changing a transitive inanimate verb such as *iteyihta* (VTI) "to think about it" to noun form by adding the suffix *–mowin* → *iteyihtamowin* "thought"
- commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object:
  2S *Kitâpahta/kanawâpahta.* "You look."
  2P *Kitâpahtamok/ kanawâpahtamok.* "All of you look."
  2I *Kitâpahtetân/ kanawâpahtetân.* "Let's all of us look."
- simple sentences including a subject marker along with an action word involving an inanimate object (VTI) in independent form/mode and conjunct form/mode:
  1P *Ni wâpahtenân/e wâpahtamâhk.* "We see it."
  2I *Ki wâpahte(nâ)naw/e wâpahtamahk.* "We see it."
  2P *Ki wâpahtenâwâw/e wâpahtamek.* "You (you all) see it."
  3P *Wâpahtamwak/e wâpahtahkik (kwâw*).* "They see it."
  * Northern Plains Cree variation.
- words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes *postayiwinise* (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")
  (continued)

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–1.4 grammatical elements

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
• animate intransitive verbs (VAI), such as *api* "to sit," in sentences using the conjugated singular and plural form paradigms in both independent and conjunct forms/modes: 1S *Nitapin/eh apiyân.* "I am sitting." 2S *Kitapin/eh apiyan.* "You are sitting." 3S *Apiw/eh apit.* "S/he sits." 1P *Nitapinân/eh apiyâhk.* "We are sitting." 2I *Kitapinânaw/eh apiyahk.* "We (all) are sitting." 2P *Kitapinâwâw/eh apiyek.* "You (all) are sitting." 3P *Apiwak/eh apicik/eh apitwâw.* "They are sitting."	• animate intransitive verbs (VAI), such as *api* "to sit," in sentences using the conjugated singular and plural form paradigms in both independent and conjunct forms/modes: 1S *Nitapin/eh apiyân.* "I am sitting." 2S *Kitapin/eh apiyan.* "You are sitting." 3S *Apiw/eh apit.* "S/he sits." 1P *Nitapinân/eh apiyâhk.* "We are sitting." 2I *Kitapinânaw/eh apiyahk.* "We (all) are sitting." 2P *Kitapinâwâw/eh apiyek.* "You (all) are sitting." 3P *Apiwak/eh apicik/eh apitwâw.* "They are sitting."	• conjugating VTI verbs in 1S, such as: – *Ni postaskisinân.* "I put my shoes on." – *Ni postayiwinisân.* "I put on my clothes."
• personal pronouns in singular and plural emphatic "too" form: 1S *nîsta* "I, me, mine too" 2S *kîsta* "you, yours too" 3S *wîsta* "he/she, his/hers, him/her too" 1P *nîstanân* "we, us, ours too" 2I *kîstanaw* "we, us, ours too" 2P *kîstawâw* "you, yours (you all) too" 3P *wîstawâw* "they, them, their, theirs too"	• words that have a verb and noun compounded into a verb; e.g., *postiska* (VTI) "to put it on" and *ayiwinis* (NI) "a piece of clothing" becomes ***postayiwinise*** (VTI) "to put on a piece of clothing or get dressed" (other examples include *postaskisine* "to put on shoes" and *ketaskisine* "to take off shoes")	
• singular demonstrative pronouns to refer to **this** and **that** for both genders: this – *awa, ôma* that – *ana/nâha, anima/nema*	• conjugating VTI verbs in 1S, such as: – *Ni postaskisinân.* "I put my shoes on." – *Ni postayiwinisân.* "I put on my clothes."	
• plural endings (animate *ak, wak* or *k;* inanimate *a* or *wa*): inanimate endings: – *miskîsik* + **wa** = *miskîsikwa* "eyes" – *mîpit* + **a** = *mîpita* "teeth" animate endings: – *atim* + **wak** = *atimwak* "dogs" – *minôs* + **ak** = *minôsak* "cats" – *maskwa* + **k** = *maskwak* "bears"	• tense markers: – ***Kî*** – past tense (*Ni kîhapin.* "I did sit/I was sitting.") – ***Ka*** – future definite tense marker "will/shall" (*Ni kahapin.* "I will/shall sit.") – ***Wî*** – future intentional tense marker "going to" (*Ni wîhapin.* "I'm going to sit.")	

General Outcome for Language Competence
Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawâkanak ka/ta nihtâ nehiyawewak.*)

LC–1 attend to the form of the language

LC–1.4
grammatical elements

Grade 7
(Nine-year Program)

- personal pronouns in singular and plural form:
  1S *nîya* "I, me, mine"
  2S *kîya* "you, your, yours"
  3S *wîya* "he/she, his/hers, him/her"
  1P *nîyanân* "we, us, our, ours"
  2I *kîyânâw* "we, us, our, ours"
  2P *kîyawâw* "you, your, yours (you all)"
  3P *wîyawâw* "they, them, their, theirs"
- noun possessive form for animate (NA) and inanimate (NI) nouns, indicating singular personal pronoun possessive forms:
  1S *niminôsim* "my cat"
  2S *kiminôsim* "your cat"
  3S *ominôsima* "his/her cat"
  1S *nitehtapiwina* "my chairs"
  2S *kitehtapiwina* "your chairs"
  3S *otehtapiwina* "his/her chairs"

Grade 8
(Nine-year Program)

- simple sentences including a subject marker, in plural, along with an action word involving an inanimate object (VTI) in independent form/mode and conjunct form/mode:
  1P *Ni wâpahtenân/e wâphatamâhk tehtapiwin.* "We see a chair."
  2I *Ki wâpahte(nâ)naw/e wâpahtamahk tehtapiwin.* "We (all) see a chair."
  2P *Ki wâpahtenâwâw/e wâpahtamek tehtapiwin.* "You (all) see a chair."
  3P *Wâpahtamwak/e wâpahtahkik tehtapiwin.* "They see a chair."
- preverbal particles attached to commands/requests verbs:
  nohte "want to …"
  pe "come (and) …"
  kahkî/kakî "can/would/could"
  - *Pehapi.* "Come and sit."
  - *Ni nohtehapin.* "I want to sit."
  - *Ki nohtehapin (cî).* "Do you want to sit?"
  - *Nohte apiw.* "S/he wants to sit."
  - *Kahkî/kakî pehapin cî.* "Can you come and sit?"

Grade 9
(Nine-year Program)

- noun possessive form for animate (NA) and inanimate (NI) plural nouns, indicating **ours** (1P), **all of ours** (21), **yours** (2P), **theirs** (3P):
  1P *ni minôsiminânak* "our cats"
  21 *ki minôsiminawak* "our cats"
  2P *ki minôsimiwâwâk* "your (plural) cats"
  3P *ominôsimiwâwa* "their cats"
  1P *nitehtapiwinâna* "our chairs"
  21 *ki tehtapiwinâwa* "our chairs"
  2P *ki tehtapiwiniwâwa* "your (plural) chairs"
  3P *otehtapiwiniwâwa* "their chairs"

LC–2 interpret and produce oral texts

		Grade 7 (Nine-year Program)		Grade 8 (Nine-year Program)		Grade 9 (Nine-year Program)
		Students will be able to:				
LC–2.1 listening	a.	understand a variety of short, simple oral texts in guided and unguided situations	a.	understand short oral texts on familiar topics in guided situations	a.	understand short oral texts on unfamiliar topics in guided situations
LC–2.2 speaking	a.	produce a variety of short, simple oral texts in guided situations	a.	produce short oral texts in guided and unguided situations	a.	produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a.	engage in short, spontaneous exchanges, with pauses to formulate oral text and to self-correct	a.	manage short interactions with ease, using pauses to formulate oral text and to self-correct	a.	manage simple, routine interactions with ease, asking for repetition or clarification when necessary

LC–3 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 reading	a. understand a variety of short, simple written texts in guided and unguided situations	a. understand short written texts on familiar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations
LC–3.2 writing	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

LC–4 apply knowledge of the sociocultural context

		Grade 7 (Nine-year Program)		Grade 8 (Nine-year Program)		Grade 9 (Nine-year Program)
		Students will be able to:				
LC–4.1 register	a.	identify socially appropriate language in specific situations	a.	explore formal and informal uses of language in a variety of contexts	a.	use suitable, simple formal language in a variety of contexts
LC–4.2 expressions	a.	use learned expressions correctly; e.g., *ayiman!* "It's hard!" expressed when dealing with a difficult situation	a.	use learned expressions in a variety of contexts	a.	examine the role of expressions in culture; e.g., *ayapinikesk* "disturber/curious child"
LC–4.3 variations in language	a.	recognize some common regional variations in language; e.g., *ehâ* used in Plains Cree areas and *îhî* used in northern areas	a.	recognize other influences resulting in variations in language; e.g., *nikâwiy* used in some places, *nimâmâ* used in others	a.	recognize other influences resulting in variations in language; e.g., level of education, occupation (*le tea* "tea," *lamilâs* "syrup," *sehke(pimi)payîs/otâpânâsk* "car")
LC–4.4 social conventions	a.	recognize important social conventions in everyday interactions; e.g., shaking hands	a.	interpret the use of social conventions encountered in oral and written texts	a.	interpret and use important social conventions in interactions
LC–4.5 nonverbal communication	a.	use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., lip pointing, avoiding eye contact	a.	recognize nonverbal behaviours that are considered impolite; e.g., pointing with hands	a.	avoid nonverbal behaviours that are considered impolite

LC–5 apply knowledge of how the language is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts; e.g., *Nîya ôma./ Ôma nîya.* "This is mine." *Kîya ôma./Ôma kîya.* "This is yours." *Wîya ôma./Ôma wîya.* "This is his/hers."	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts; e.g., *Minôsa wâpamew./Wâpamew minôsa.* "S/he sees a cat." *Atâwewikamik ôma./Ôma atâwewikamik.* "This is a store."
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms; e.g., syllabics, Roman orthography	a. use a variety of familiar text forms and media in their own productions; e.g., posters, charts, concrete poetry
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., handshakes	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., tea and bannock, round dances, feasts	a. combine simple social interaction patterns to perform transactions and interactions; e.g., social events, gatherings
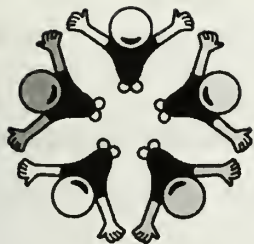
Community Membership

Kikâwînaw Askiy
(Mother Earth★)

others

Students will live (*wa*)*wetina*(*hk*)
(peacefully) with *Kikâwînaw Askiy* (Mother
Earth★) , others and themselves, guided by
Omâmawi Ohtâwîmâw
(the Creator★).

themselves

★ discretionary (see further details on p. 32)

COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of students' Cree cultural development. These outcomes are grouped under three cluster headings—see the illustration on the preceding page. Each cluster is further broken down into five strands, each of which strives to build a specific knowledge, skill or value from Grade 4 to Grade 12. The five strands are as follows:

- relationships
- knowledge of past and present
- practices and products
- past and present perspectives
- diversity.

The terms "Mother Earth" and "Creator" are identified as discretionary terms in this program of studies. Communities may choose to use these terms or to use other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

CM–1   *Kikâwînaw Askiy* (Mother Earth★)

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
CM–1.1 relationships	a. demonstrate leadership in caring for and respecting *Kikâwînaw Askiy* (Mother Earth★)	a. examine their own treatment of and attitudes toward *Kikâwînaw Askiy* (Mother Earth★)	a. examine their own and others' treatment of and attitudes toward *Kikâwînaw Askiy* (Mother Earth★)
CM–1.2 knowledge of past and present	a. identify and describe key facts about some Cree geographical regions or communities	a. explore and examine the traditional land knowledge of *Kikâwînaw Askiy* (Mother Earth★)	a. examine and identify changes that have occurred in their own community/land
CM–1.3 practices and products	a. identify and describe key practices and products related to *Kikâwînaw Askiy* (Mother Earth★); e.g., beading, colours	a. explore the significance of practices and products related to *Kikâwînaw Askiy* (Mother Earth★); e.g., tea dances, powwows	a. understand the meaning and significance of some practices and products related to *Kikâwînaw Askiy* (Mother Earth★); e.g., artwork, teepee styles
CM–1.4 past and present perspectives	a. identify and examine traditional Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth★); e.g., Teepee Teachings	a. examine their own perspectives and views related to *Kikâwînaw Askiy* (Mother Earth★); e.g., create a collage to present their own views of Mother Earth★	a. examine and compare perspectives and views related to *Kikâwînaw Askiy* (Mother Earth★); e.g., legends/stories
CM–1.5 diversity	a. identify and examine diverse Cree perspectives and values related to *Kikâwînaw Askiy* (Mother Earth★); e.g., variations of the Cree language across Canada	a. examine diverse perspectives and views related to *Kikâwînaw Askiy* (Mother Earth★); e.g., Aboriginal affiliations and allegiances	a. examine and compare diverse perspectives and views related to *Kikâwînaw Askiy* (Mother Earth★); e.g., neighbouring historical Aboriginal groups

★ discretionary (see further details on p. 32)

General Outcome for Community Membership

Students will live (*wa*)*wetina*(*hk*) (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

CM–2   others

|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
CM–2.1 relationships	a. form meaningful/special relationships with others; e.g., girl-aunt relationships, joking relationships, same name	a. form and maintain authentic, respectful relationships with others; e.g., opposite sex	a. accept and value differences in group and individual settings, and appreciate the skills and talents of others
CM–2.2 knowledge of past and present	a. explore key Cree historical and contemporary events, figures and developments; e.g., treaties, Big Bear	a. explore key Cree historical and contemporary events, figures and developments; e.g., residential schools, Elijah Harper, Louis Riel	a. identify key Cree historical and contemporary events, figures and developments; e.g., local government, reserve system and leadership styles
CM–2.3 practices and products	a. identify and describe key Cree cultural practices and products; e.g., use of the drum	a. explore the significance of Cree cultural practices and products; e.g., songs and the drum	a. understand the meaning and significance of some Cree cultural practices and products; e.g., drum making and dances
CM–2.4 past and present perspectives	a. identify and explore past and present perspectives and values and celebrate change; e.g., rites of passage, vision quests	a. explore and identify key Cree perspectives and values; e.g., naming ceremonies	a. examine key Cree perspectives and values; e.g., seasonal ceremonies
CM–2.5 diversity	a. explore Cree-speaking cultural groups as part of larger Aboriginal communities; e.g., Michif	a. appreciate and respect similarities and differences in others; e.g., religious beliefs, regional values, Bill C-31	a. identify and discuss similarities and differences, and examine stereotyping; e.g., inappropriate Cree terms or negative language

★ discretionary (see further details on p. 32)

CM–3   themselves

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
CM–3.1 relationships		a. reflect on various facets of self-identity; e.g., *tân'si e isi wahkohtohk* "kinship ties"	a. understand self-concept and the factors that may affect it (e.g., cultural teaching, role of extended family, expected attitudes and behaviours) and understand the importance of developing a positive self-concept and self-identity	a. examine their own personal identity and reflect on its possible effect on personal relationships and choices
CM–3.2 knowledge of past and present		a. explore their own cultural heritage b. explore Cree peoples in Canada	a. examine their own cultural heritage b. examine Cree peoples in Canada	a. examine and identify changes that have occurred in their own specific culture
CM–3.3 practices and products		a. explore and identify Cree cultural experiences, practices and products; e.g., making bannock, berry juice, pemmican	a. explore the significance, to themselves, of Cree cultural practices and products; e.g., tanning hides, fishnet making, snowshoe making	a. understand the meaning and significance of some Cree cultural practices and products; e.g., feasts, picking herbs and roots, influence of Western culture
CM–3.4 past and present perspectives		a. recognize the effects, on themselves, of positive and negative treatment; e.g., stereotyping	a. explore changing perspectives of themselves (cultural, language, family, roles) and examine stereotyping	a. examine changing perspectives of themselves (peer groups, social environments) and examine stereotyping
CM–3.5 diversity		a. explore and celebrate their own unique cultural heritage b. explore, identify and celebrate the unique characteristics of Cree peoples in Canada; e.g., sharing, National Aboriginal Day	a. examine and celebrate their own unique cultural heritage	a. examine and celebrate changes in their own perspectives about Cree culture

★ discretionary (see further details on p. 32)

Strategies
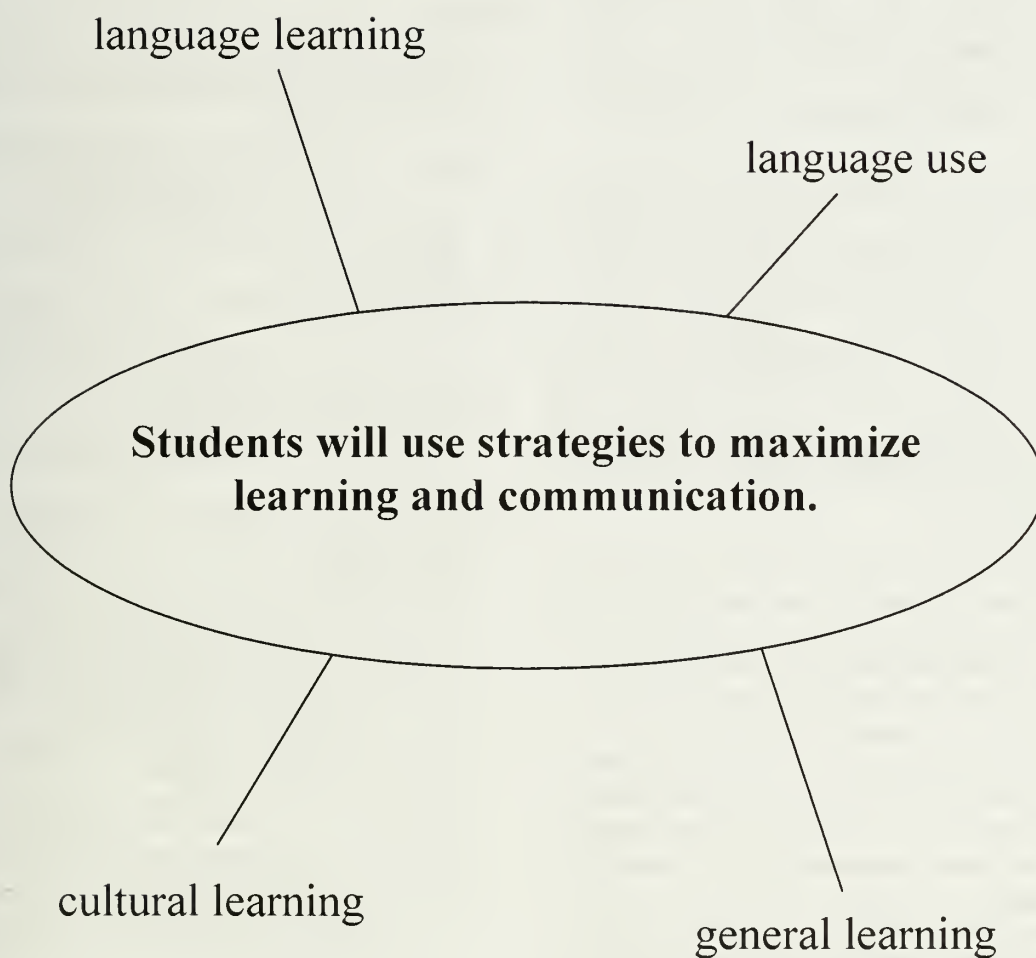
language learning

language use

Students will use strategies to maximize learning and communication.

cultural learning

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense and cultural learning, and with general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under four cluster headings—see the illustration on the preceding page. For the Strategies component, the strands mirror the cluster headings. Each cluster heading or strand deals with a specific category of strategy. Language learning, cultural learning and general learning strategies can be further categorized as cognitive, metacognitive and social/affective. The language use strategies can be further categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes make only general references to strategies within each category. Specific strategies for each category are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and model a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Cree language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in English
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers, CD–ROMs
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities in and outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning checklist
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use English to get meaning across
- use a literal translation of a phrase in English
- use an English word but pronounce it as in Cree
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., blank look
- start again, using a different tactic, when communication breaks down
- invite others into the discussion
- ask for confirmation that a form used is correct

- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use knowledge of sentence patterns to form new sentences

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

Cultural Learning Strategies

Cognitive
- observe and listen attentively
- actively participate in culturally relevant activities, such as storytelling, ceremonies, berry picking, feasts, fish scale art and sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs and stories
- seek out information by asking others, such as parents, teachers and Elders
- repeat or practise saying or performing cultural practices or traditions, such as prayers, songs, words and actions
- make/create cultural learning logs
- experiment with, and engage in, various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things—cultural practices, objects—with similar characteristics
- identify similarities and differences between aspects of Cree culture and other cultures to which you have been exposed
- look for patterns and relationships
- use previously acquired knowledge to facilitate cultural learning
- associate new cultural learnings with previous knowledge
- use available technological aids to support cultural learning; e.g., computers, videos/DVDs, CD–ROMs
- use mind maps, webs or diagrams

- place new cultural learning in a context to make it easier to remember
- use induction to generate rules governing cultural elements, such as values, traditions, beliefs, practices and relationships
- seek opportunities in and outside of class to practise, observe and participate in cultural activities/elements
- perceive and note down unknown cultural elements and practices

Metacognitive
- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on your learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen for, or observe, key cultural elements
- evaluate your performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor your cultural behaviours and practices
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and processes accordingly

Social/Affective
- initiate and maintain participation in the culture
- participate in shared cultural experiences
- seek the assistance of a friend, teacher, Elder or parent to understand cultural elements

- participate several times in favourite cultural experiences and activities to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of learning about culture
- experiment with various cultural behaviours and practices, noting acceptance/support or nonacceptance/lack of support by members of the culture
- participate actively in the traditions of the culture; i.e., storytelling, sharing circle
- be willing to take risks and to try new/unfamiliar things
- apply new cultural learnings as soon as possible after learning/observing them
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work cooperatively with others, and get feedback on your work
- provide personal motivation by arranging your own rewards when successful

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based

- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them (the actions of Aboriginal students, maybe, more than others)
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes (consensus)
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise and ideas
- take part in group problem-solving processes

- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1 language learning

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
S–1.1 language learning	a. identify and use a variety of strategies to enhance language learning	a. select and use a variety of strategies to enhance language learning	a. select and use a variety of strategies to enhance language learning

S–2 language use

	Students will be able to:		
S–2.1 language use	a. identify and use a variety of strategies to enhance language use	a. select and use a variety of strategies to enhance language use	a. select and use a variety of strategies to enhance language use

S–3 cultural learning

	Students will be able to:		
S–3.1 cultural learning	a. identify and use a variety of strategies to enhance cultural learning	a. select and use a variety of strategies to enhance cultural learning	a. select and use a variety of strategies to enhance cultural learning

S–4 general learning

	Students will be able to:		
S–4.1 general learning	a. identify and use a variety of strategies to enhance general learning	a. select and use a variety of strategies to enhance general learning	a. select and use a variety of strategies to enhance general learning

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 38 to 42.

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS GRADES 8 AND 9

Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

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1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

Aboriginal Perspectives and Experiences

For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT) outcomes, and the use of computers and other technologies, are included in the Knowledge and Employability courses. This technology integration will help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

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INTRODUCTION TO KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS

The core responsibility of Knowledge and Employability English language arts courses is to foster and strengthen the development of language. Learning the foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables students to experience personal satisfaction and become responsible, contributing citizens and lifelong learners.

The Importance of Language

The Nature of Language
Language is the basis of communication and the primary instrument of thought. Composed of interrelated and rule-governed symbols systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action and contributing to society.

Language Development
Language development is contextual. Students enhance their language abilities by using what they know, continuously and recursively, in new and more complex contexts and with increased sophistication. They reflect on and use prior knowledge to extend and enhance their language abilities and understanding. By learning and incorporating new language structures into their repertoire, and using them in a variety of contexts, students develop greater language fluency and proficiency.

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2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

Critical Thinking and Learning through Language

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and play active roles in learning communities within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas and determine courses of action. By becoming critical thinkers, students become self-reliant, successful, contributing members of society.

Metacognition

Language study helps students develop an awareness of the strategies they use to complete learning tasks successfully. Students are encouraged to talk about, write about and otherwise represent themselves as learners. In essence, the study of language enables students to develop metacognition.

Metacognition involves reflection, critical awareness, analysis, monitoring and reinvention. Students who are engaged in metacognition:

- recognize the requirements of the task at hand
- reflect on the strategies and skills they may employ
- appraise their strengths and weaknesses in the use of these strategies and skills
- make modifications
- monitor the use of these reworked or new strategies in future situations.

ENGLISH LANGUAGE ARTS

Knowledge and Employability English language arts highlights six language arts—listening, speaking, reading, writing, viewing and representing.

Students engage all six language arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; proficiency in one strengthens and supports proficiency in the others.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, individuals communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Aboriginal perspectives and experiences of oral language strengthen their communities and culture.

Listening and speaking enable students to explore ideas and concepts and to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. Students, at all grade levels, need to develop fluency and confidence in their oral language abilities in order to become discerning, lifelong learners. They benefit from many opportunities to listen and speak, both formally and informally, for a variety of purposes. Instruction integrates facets of Aboriginal oral language traditions as an example of the power of language for communities and their members.

Reading and Writing

Reading and writing are powerful means of communicating and learning. These language arts enable students to extend their knowledge and use of language, increase their understanding of themselves and others and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts.

Writing enables students to explore, shape and clarify their thoughts and to communicate these thoughts to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS GRADES 8 AND 9

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VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

---

1. Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.

Aboriginal Perspectives and Experiences

For historical, constitutional and social reasons, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements, is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals. Knowledge and Employability courses prepare students to:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT) outcomes, and the use of computers and other technologies, are included in Knowledge and Employability courses. This technology integration will help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
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- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

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RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Knowledge and Employability mathematics courses focus on developing essential mathematics knowledge, skills and attitudes needed for everyday living at home, in the workplace and in the community.

This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding; e.g., literacy. Emphasis is on the acquisition of practical life skills and competency in using mathematics to solve everyday problems, interpret information and create new knowledge within the contexts of the home, the workplace and the community.

Mathematics competencies are developed through a problem-solving, experiential approach, using information and activities that directly relate to students' current and future experiences. A variety of activities and problems, along with community partnerships, help students understand and appreciate the role of mathematics in society. The use of manipulatives and other strategies/tools in Knowledge and Employability mathematics courses assists in addressing the diversity of learning styles and different developmental stages of individual students.

Knowledge and Employability mathematics courses emphasize career/life skills, teamwork, communication skills and thinking processes. Information and Communication Technology (ICT) outcomes, and the use of calculators, computers and other technologies, are integrated into the courses to help provide quick and accurate computation and manipulation and to enhance conceptual understanding.

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2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

Knowledge and Employability mathematics courses are derived from *The Common Curriculum Framework for K–12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education* (1995) and *The Common Curriculum Framework for K–12 Mathematics Grade 10 to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* (1996). Outcomes have been created and/or modified as needed.

These courses follow standards set out by the National Council of Teachers of Mathematics (NCTM).

GOALS OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Students will develop the following mathematics competencies in the context of solving everyday problems. Students will:

- identify the problem and select and apply appropriate problem-solving strategies, mathematical operations and tools
- estimate and calculate solutions accurately
- evaluate processes, results and personal/ group performance
- develop teamwork skills and use appropriate vocabulary to reason and communicate mathematically
- apply mathematical literacy to everyday situations.

COMPONENTS OF KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Knowledge and Employability mathematics courses have similarities with, and linkages to, other mathematics courses. However, Knowledge and Employability mathematics courses and resources are distinctive in that they:

- provide students with practical and applied opportunities to develop mathematical competencies

- promote the integration of curriculum and community partnerships to connect mathematics to other school subjects and to other environments.

CONCEPTUAL FRAMEWORK FOR KNOWLEDGE AND EMPLOYABILITY MATHEMATICS

Within the context and nature of mathematics, the courses include the development of mathematical processes to assist students in achieving their learning goals and to encourage lifelong learning in mathematics.

The conceptual framework outlined in this section presents:

- a multifaceted view of mathematics
- the discipline as a set of interwoven skills, procedures and concepts.

The following graphic illustrates how student outcomes are organized by strand and are designed to be influenced by mathematical processes and the nature of mathematics.

KNOWLEDGE AND EMPLOYABILITY SCIENCE GRADES 8 AND 9

Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

VISION

Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities.

PHILOSOPHY AND RATIONALE

The development of the Knowledge and Employability courses was based on input received from consultations with education stakeholders throughout the province. The distinctive sequence of courses was designed to meet the educational needs of students who learn best:

- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
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Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

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CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

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SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

The Information and Communication Technology (ICT) curriculum is infused throughout the Knowledge and Employability courses, including the use of computers and other technology, to support the instruction of technology within an applied context.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
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- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

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RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY SCIENCE

Knowledge and Employability science courses focus on developing and applying essential science skills, knowledge and attitudes needed for everyday living at home, in the workplace and in the community. Science competencies are developed through the investigation of science-related problems, questions and issues and through everyday applications that help students understand and appreciate the role of science in society.

Knowledge and Employability science courses emphasize career and life skills, teamwork, communication skills and thinking processes. Each grade level is developed within a scientific-inquiry framework, emphasizing problem-solving and decision-making skills based on students' abilities and everyday applications.

Diverse learning experiences within science courses provide students with opportunities to explore, examine and appreciate the interrelationships among science, technology, society and the environment. These learning experiences also develop understandings that will affect the lives of students at home, in the workplace and in the community.

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2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

SCIENCE FOUNDATIONS

Knowledge and Employability science courses promote the development of the four foundations of science.

Foundation 1: Science, Technology and Society (STS)

Students will explore their everyday home, workplace and community environments, gather information, develop ideas and use technology and other tools to make decisions about their personal lives. Students will recognize the influence of science on decision making by individuals, communities and society.

Foundation 2: Knowledge

Students will investigate theories, models, concepts, processes and principles in life science, physical science and Earth and space science, with an emphasis on application to everyday living.

Foundation 3: Skills

Students will develop skills in scientific communication and teamwork, initiating and planning, performing and recording, and analyzing and interpreting to answer questions, solve problems and make decisions in their everyday lives.

Foundation 4: Attitudes

Knowledge and Employability science courses emphasize the development of positive attitudes and behaviours related to collaboration, mutual respect, safety and stewardship in everyday living.

GOALS

The principal goal of the Knowledge and Employability science courses is to develop science competencies to assist students in becoming contributing members of society and independent and lifelong learners. These competencies include:

- communication and teamwork skills for use in collaborative group work
- attitudes that enable the responsible use of knowledge and skills

- the selection and application of appropriate science skills, tools and strategies to understand and interpret the world
- the exploration of interests and ideas, using appropriate problem-solving and decision-making strategies
- the application of science understandings, skills and attitudes to everyday life/work situations.

UNITS OF STUDY

When science components are organized into appropriate contexts, students can use their knowledge to solve problems and make decisions in relation to their everyday experiences.

The units of study provide the contexts within which the skills, attitudes, knowledge and science, technology and society (STS) outcomes are developed, based on students' abilities and everyday living at home, in the workplace and in the community.

Each unit of study has focusing questions to provide direction for inquiry. Specific outcomes include key concepts.

Examples

Many of the outcomes are supported by examples. The examples **do not form part of the required program** but are provided as an illustration of how the outcomes might be developed. Illustrative examples are written in *italics* and are separated from the outcomes by being placed in parentheses.

KNOWLEDGE AND EMPLOYABILITY
SOCIAL STUDIES
GRADES 8 AND 9

Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

VISION

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- when focusing on the development and application of reading, writing and mathematical literacy,[1] and on essential employability skills
- through experiential learning activities
- when meaningful connections are made between schooling and personal experiences.

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- transitioning from school to the workplace and community
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Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize, in their course work, connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts, connecting the school with environments beyond school, and may include tours to local businesses and industries, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios that help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or further education/training opportunities. Items appropriate for inclusion in career portfolios include résumés, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

SAFETY

Safety is emphasized and relevant information is incorporated throughout Knowledge and Employability courses, including basic safety rules and guidelines and information regarding the safe use of tools, equipment and materials in school, home, community and workplace settings.

TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT) outcomes, and the use of computers and other technologies, are included in Knowledge and Employability courses. This technology integration will help students make the transition to the world beyond school.

ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize the universal skills and strategies that are essential to all students, including the following:

- Interpersonal skills promote teamwork and respect for, support of and cooperation with others.
- Critical thinking promotes the analysis and appropriate applications of information.
- Creative thinking promotes the identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision-making processes promote the making of timely and appropriate decisions.
- Problem-solving processes promote the ability to identify or pose problems and apply learning to consider the causes and dimensions of, and the solutions to, problems.
- Metacognition[2] enables students to become more aware of, and have greater control over, their own thinking and learning processes.

RELATIONSHIP TO OTHER COURSES

Each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses. This consistency enables students, as appropriate, to progress through the Knowledge and Employability course sequence and/or to other secondary courses.

ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in only Knowledge and Employability courses or in a combination of Knowledge and Employability and other secondary courses.

Information regarding the identification of students for enrollment in one or more courses can be accessed in the *Knowledge and Employability Courses Handbook, Grades 8–12*.

RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

Vision
The Alberta Knowledge and Employability social studies course sequence reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The courses reflect multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. They foster the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The courses emphasize the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. Social studies promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global levels.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations that reflect the country's Aboriginal heritage, bilingual nature and multicultural realities.

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2. Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.

A pluralistic view recognizes that citizenship and identity are shaped by multiple factors; e.g., culture, language, environment, gender, ideology, religion, spirituality and philosophy.

Definition of Social Studies

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

The Role of Social Studies

Social studies develops the key values, attitudes, knowledge, understandings, skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

Values and Attitudes

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues

- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

Knowledge and Understanding

Social studies provides learning opportunities for students to understand:

- their rights and responsibilities in order to make informed decisions and participate fully in society
- the unique nature of Canada and its land, history, complexities and current issues
- how knowledge of the history of Alberta, of Canada and of the world contributes to a better comprehension of contemporary realities
- historic and contemporary issues, including controversial issues, from multiple perspectives
- the diversity of Aboriginal traditions, values and attitudes
- the contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- the historical and contemporary realities of Francophones in Canada
- the multi-ethnic and intercultural makeup of Francophones in Canada
- the challenges and opportunities that immigration presents to newcomers and to Canada
- how social cohesion can be achieved in a pluralistic society
- how political and economic distribution of power affects individuals, communities and nations
- the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- how opportunities and responsibilities change in an increasingly interdependent world
- that humans exist in a dynamic relationship with the natural environment.

SECOND LANGUAGES

CONTENTS

CHINESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Chinese language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Chinese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese develops in individuals an awareness of, and a sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

In today's world, knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage, providing language and cultural skills that enable individuals to communicate and interact effectively in global society.

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1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true for students who come to the class with some knowledge of Chinese and develop literacy skills in the language. This is also true for students who have no prior knowledge of Chinese and are learning it as a second or an additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.
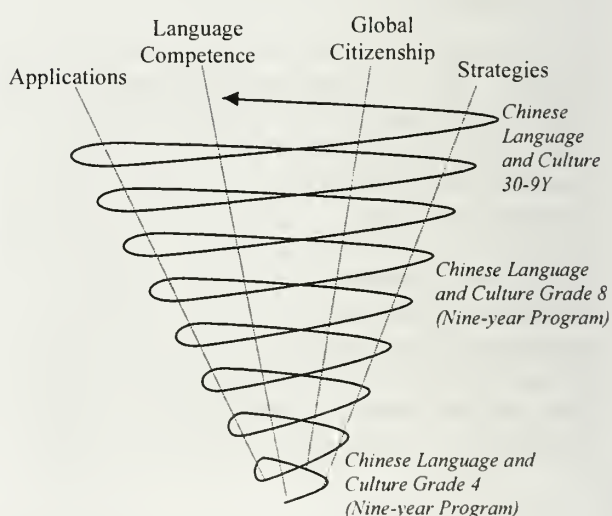
Global Citizenship aims to develop intercultural competence, with a particular focus on Chinese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined on the previous page.

Applications [A]
• Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
• Students will use Chinese **effectively** and **competently**.

Global Citizenship [GC]
• Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
• Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of outcomes will be dealt with in an integrated manner.
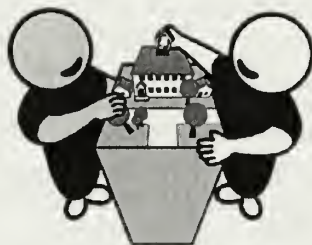
The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

General Outcomes

Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information
A–2   to express emotions and personal perspectives
A–3   to get things done
A–4   to form, maintain and change interpersonal relationships
A–5   to extend their knowledge of the world
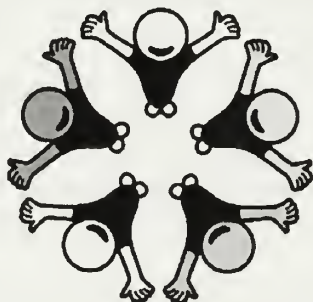A–6   for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

LC–1   attend to form
LC–2   interpret and produce oral texts
LC–3   interpret and produce written and visual texts
LC–4   apply knowledge of the sociocultural context
LC–5   apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1   historical and contemporary elements of Chinese culture
GC–2   appreciating diversity
GC–3   personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning
S–2   language use
S–3   general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

cluster heading
for specific
outcomes

LC–2   interpret and produce oral texts

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:			
LC–2.1 aural interpretation		a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 oral production		a. produce short, simple oral texts on various topics in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency		a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage short interactions with ease, pausing for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions
and personal perspectives

to receive and
impart information

to get things done

Students will use Chinese in a variety of
situations and for a variety of purposes.

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to receive and impart information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. understand and use basic comparisons and comparative descriptions, and give examples	a. share facts about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and simple disagreement, and simple approval and disapproval	a. inquire about and express interest and lack of interest, and satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in some familiar contexts; e.g., celebrate success	a. compare the expression of emotions and feelings in familiar contexts, such as sympathizing over a loss	a. express emotions and feelings in a variety of familiar contexts; e.g., discuss feelings, in stressful situations, with classmates

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in familiar situations	a. give and respond to simple advice and warnings	a. make and respond to suggestions and requests in informal situations
A–3.2 state personal actions	a. state personal actions, using basic vocabulary and structures	a. accept and decline offers and invitations, with simple explanations	a. make a promise and express intention in familiar situations b. state personal actions: completed, current and planned
A–3.3 manage group actions	a. check for agreement and understanding b. negotiate in a simple way with peers in small-group tasks	a. express appreciation, enthusiasm, support and respect for contributions of others	a. clarify another group member's contribution b. offer an explanation or a clarification

A–4   to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. use routine means of interpersonal communications	a. give and respond to compliments b. explain actions and personal choices

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways	a. explore and express the purpose of what they are doing
A–5.2 gather and organize information	a. gather information from a variety of resources	a. gather information, using a prepared format	a. organize and manipulate information
A–5.3 solve problems	a. describe a problem, then propose solutions	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems
A–5.4 explore opinions and values	a. explore how values influence behaviour	a. distinguish fact from opinion	a. provide reasons for their position on an issue

A–6 for imaginative purposes and personal enjoyment

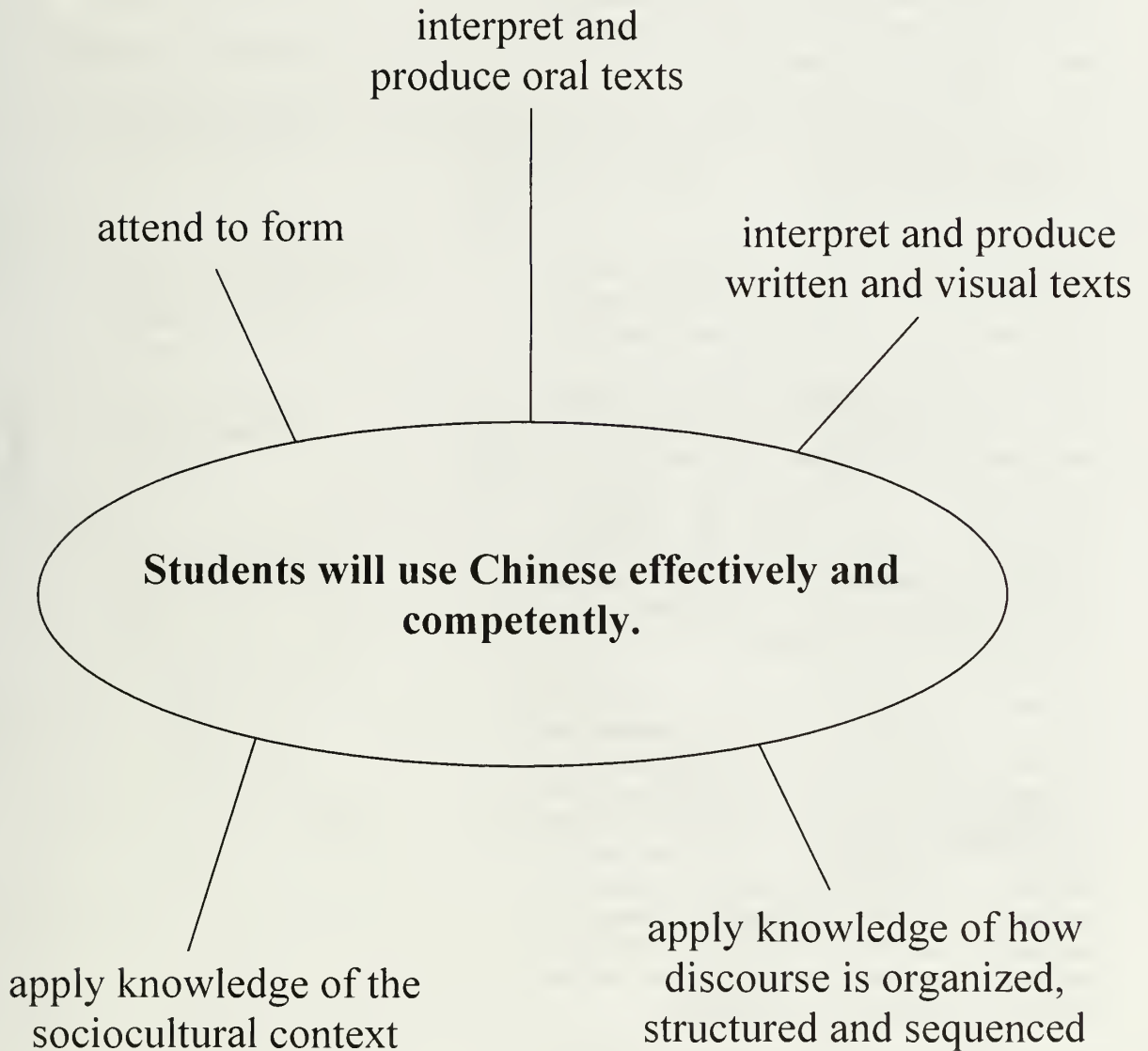|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and discuss simple humour	a. use the language for fun and to interpret and appreciate simple humour	a. use the language for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

> **Note:** The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. combine initials and compound finals b. identify and reproduce some critical sound distinctions that are important for meaning	a. approximate the pronunciation of unfamiliar words, using all initials and finals in the Hanyu pinyin system	a. approximate the pronunciation of unfamiliar words, using all initials and finals in the Hanyu pinyin system
LC–1.2 orthography	a. apply stroke order in forming simplified characters	a. use basic forming patterns consistently in writing familiar simplified characters and phrases	a. use basic mechanical conventions; e.g., indentation, punctuation
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • the local community • fashion • family traditions • health and safety (emergency) • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • transportation • entertainment • shopping and money • Alberta and its people • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • helping the environment • leisure • healthy living • friendship • career opportunities • any other lexical fields that meet their needs and interests

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[2] the following grammatical elements: ....

LC-1.4 grammatical elements

Positional Nouns
方位名词
－ 上面/下面；左边/右
边；前面/后面
Measure Words
量词
－ 件，条
Prepositions
介词
－ 从
Auxiliary Verb 会
Indicating Future
"会"表示动作要发生
－ 会 + verb (action)
Use of 的 Particle to
Indicate Possessive Case
"的"用在省略句中
e.g., 妈妈做的饭。
Particle 了 to Indicate
Perfect Aspect
"了"表示动作的完成
得 Used After Verb to
Introduce Complement
of Degree
"得" 作程度补语标识
e.g., 他跑得真快。

Measure Words
量词
－ 架，群
Conjunctions to Indicate
Choice
选择关系连词
－ 还是 in a question
Auxiliary Verbs
助动词/能愿动词
－ 能
过 Indicating Experience
"过"表示经验

Sentence Structures
句型
Comparative Structures
比较句型
－ A 没有 B + adjective
Interrogative Forms
疑问词/短语
－ question word structure
怎么 …?
什么时候 …?
哪年 …?
多少 …?
－ 呢 used at the end of
interrogative structure;
e.g., 我的字典放在哪
儿呢？

Measure Words
量词
－ 座，台
Prepositions
介词
－ 自从
Conjunctions
连词
－ 可是
－ 但是
－ 不过
Use of 正在 to Indicate
Progressive Aspect
动作的进行
－ 正在 + verb

Sentence Structures
句型
Comparative Structures
比较句型
－ A 比 B + adjective
－ A 比 B + adjective +
得多/一点
－ A 不比 B + adjective
Sentence Indicating Location
for a Duration
存现句
－ subject + 在 + place + verb
+ duration

(continued)

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2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
Sentence Structures 句型 **Comparative Structures** 比较句型 — A 和/跟 B 一样+ adjective — A 比 B + adjective — 最 (superlative) **Interrogative Forms** 疑问词/短语 — 吗 (particle to create yes/no question) — question words 怎么，什么时候，哪年，多少，谁，为什么 **Affirmative–Negative Question Pattern** 正反疑问句 — adjective + 不 + adjective? — (subject) + verb + 不 + verb + (object)? **Sentence Indicating Location** 存现句 — positional noun + 是/有 + noun — subject + 在 + place **Sentence with Direct and Indirect Object** 直接和间接宾语句 — subject + 给 + indirect object + direct object e.g., 他给我一本书。	**Affirmative Sentence Patterns** 肯定句型 — subject + time + 在 + place + verb + object e.g., 我昨天晚上在家里看电视。 **"把" Structure** "把"字句 — (subject) + "把" + object + verb + complement e.g., 姐姐把房间收拾干净。 **不 and 没（有） to Indicate Negation** 动词否定式 — (subject) + 不/没（有）+ verb e.g., 我不去。 我没（有）去。 我不吃早饭。 我没（有）吃早饭。	**Compound Sentence Patterns** 复句 — 不但 … 而且 … — … 又 … 又 … — 不是 … 就是 … **Complex Sentence Patterns** 复句 — 虽然 … 但是 / 可是 … — 因为 … 所以 …

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7 (Nine-year Program)

Use of 在 as a Verb to Indicate Location
"在"用作动词表示地点
– 在 + place
Measure Words
量词
– 只，场
Adverbs
副词
– 也
– 都
Conjunctions
连词
– A 还是 B …
Auxiliary Verbs
助动词/能愿动词
– 会
– 可以

Sentence Structures
句型
Expression of Time
时间的表示方式
– subject + time + verb
– time + subject + verb
  e.g., 现 在
Imperatives (Negative)
祈使短语
– 不要/别 + verb

Grade 8 (Nine-year Program)

Positional Nouns
方位名词
– 上面/下面；左边/右边；前面/后面
Measure Words
量词
– 件，条
Prepositions
介词
– 从
Auxiliary Verb 会 Indicating Future
"会"表示动作要发生
– 会 + verb (action)
Particle 了 to Indicate Perfect Aspect
"了"表示动作的完成
Use of 的 Particle to Indicate Possessive Case
"的"用在省略句中
  e.g., 妈妈做的饭。
得 Used After Verb to Introduce Complement of Degree
"得"作程度补语标识
  e.g., 他跑得真快。

Grade 9 (Nine-year Program)

Measure Words
量词
– 架，群
Conjunctions to Indicate Choice
选择关系连词
– 还是 in a question
Auxiliary Verbs
助动词/能愿动词
– 能
过 Indicating Experience
"过"表示经验
Use of 的 Particle to Indicate Possessive Case
"的"用在省略句中
  e.g., 妈妈做的饭。

Sentence Structures
句型
Comparative Structures
比较句型
– A 没有 B + adjective

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3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
Affirmative Sentence Patterns 肯定句型 – subject + 在 + place + verb + (object)	**Sentence Structures** 句型 **Comparative Structures** 比较句型 – A 和/跟 B 一样+ adjective – A 比 B + adjective – 最 (superlative) **Interrogative Forms** 疑问词/短语 – 吗 (particle to create yes/no question) – question words 怎么，什么时候，哪年，多少，谁，为什么 **Affirmative–Negative Question Pattern** 正反疑问句 – adjective + 不 + adjective? – (subject) + verb + 不 + verb + (object)? **Sentence Indicating Location** 存现句 – positional noun + 是 /有 + noun – subject + 在 + place **Sentence with Direct and Indirect Object** 直接和间接宾语句 – subject + 给 + indirect object + direct object e.g., 他给我一本书。	**Interrogative Forms** 疑问词/短语 – question word structure 怎么 …? 什么时候 …? 哪年 …? 多少 …? – 呢 used at the end of interrogative structure; e.g., 我的字典放在哪儿呢？ **Affirmative Sentence Patterns** 肯定句型 – subject + time + 在 + place + verb + object e.g., 我昨天晚上在家里看电视。 "把" **Structure** "把" 字句 – (subject) + "把" + object + verb + complement e.g., 姐姐把房间收拾干净。 **Affirmative–Negative Question Pattern** 正反疑问句 – adjective + 不 + adjective? – (subject) + verb + 不 + verb + (object)? 不 and 没（有）to Indicate Negation 动词否定式 – (subject) + 不/没（有）+ verb e.g., 我不去。 我没（有）去。 我不吃早饭。 我没（有）吃早饭。 **Sentence with Direct and Indirect Object** 直接和间接宾语句 – subject + 给 + indirect object + direct object e.g., 他给我一本书。 (continued)

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

<table>
<tr><th>Grade 7
(Nine-year Program)</th><th>Grade 8
(Nine-year Program)</th><th>Grade 9
(Nine-year Program)</th></tr>
</table>

Students will be able to:

c. use, independently and consistently,[4] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9

Nouns
名词
Positional Nouns
方位名词
－ 上/下；左/右；前/后
Verbs
动词
Adjective Phrases
形容词短语
－ adjective + noun
Pronouns
代词
Measure Words
量词
－ 支、张
Auxiliary Verb
助动词/能愿动词
－ 会
Exclamatory Particle
语气助词
－ 吧
 	
Sentence Structures
句型
Imperatives
祈使短语
Affirmative Sentence Patterns
肯定句型
－ subject + verb + object
－ subject + verb
－ subject + adjective
	Positional Nouns
	方位名词
	－ 现在
	Use of 在 as a Verb to Indicate Location
	"在"用作动词表示地点
	－ 在 + place
	Measure Words
	量词
	－ 只，场
	Adverbs
	副词
	－ 也
	－ 都
	Conjunctions
	连词
	－ A 还是 B ...
	Auxiliary Verbs
	助动词/能愿动词
	－ 会
	－ 可以
	
	Sentence Structures
	句型
	Expression of Time
	时间的表示方式
	－ subject + time + verb
	－ time + subject + verb
	  e.g., 现在
	Imperatives (Negative)
	祈使短语
	－ 不要/别 + verb
	Affirmative Sentence Patterns
	肯定句型
	－ subject + 在 + place + verb + (object)
		Positional Nouns
		方位名词
		－ 上面/下面；左边/右边；
		  前面/后面
		Measure Words
		量词
		－ 件，条
		Prepositions
		介词
		－ 从
		Auxiliary Verb 会 Indicating Future
		"会"表示动作要发生
		－ 会 + verb (action)
		Particle 了 to Indicate Perfect Aspect
		"了"表示动作的完成
		Use of 的 Particle to Indicate Possessive Case
		"的"用在省略句中
		  e.g., 妈妈做的饭。
		得 Used After Verb to Introduce Complement of Degree
		"得"作程度补语标识
		  e.g., 他跑得真快。

(continued)

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4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

(continued)

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
LC–1.4 grammatical elements			**Sentence Structures** 句型 **Comparative Structures** 比较句型 – A 和/跟 B 一样+ adjective – A 比 B + adjective – 最 (superlative) **Interrogative Forms** 疑问词/短语 – 吗 (particle to create yes/no question) – question words 怎么，什么时候，哪年，多少，谁，为什么 **Sentence Indicating Location** 存现句 – positional noun + 是/有 + noun – subject + 在 + place

LC–2 interpret and produce oral texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 oral production	a. produce short, simple oral texts on various topics in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage short interactions with ease, pausing for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–3 interpret and produce written and visual texts

|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 written interpretation	a. understand a variety of short, simple written texts	a. understand short written texts on familiar topics	a. understand short written texts on unfamiliar topics
LC–3.2 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media in guided and unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of a number of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of a number of visual elements in a variety of media in guided and unguided situations

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions correctly in new contexts	a. use learned idiomatic expressions in a variety of contexts	a. recognize and discuss the role of idiomatic expressions in culture
LC–4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language	a. recognize other influences resulting in variations in language
LC–4.4 social conventions	a. recognize important social conventions in everyday interactions	a. interpret the use of social conventions encountered in oral and written texts	a. use politeness conventions in interactions
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow b. use common conventions to structure texts	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. identify the organizational structure of a variety of text forms	a. use a variety of familiar text forms and media in their own productions
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns	a. initiate interactions and respond, using a variety of appropriate social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions; e.g., shopping, telephone conversations
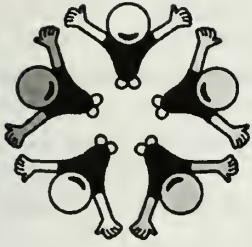
Global Citizenship

historical and contemporary
elements of Chinese culture

appreciating diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Chinese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1   historical and contemporary elements of Chinese culture

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. explore and identify some social aspects of Chinese life; e.g., festivals, sports, communities b. formulate questions about elements of Chinese culture; e.g., patterns of behaviour or interaction typical of people their own age	a. identify and use a variety of sources of information about Chinese culture	a. use research skills to test hypotheses about Chinese culture
GC–1.2 knowledge of Chinese culture	a. explore some elements of Chinese culture; e.g., everyday ways of life of people their own age	a. explore and identify some elements of Chinese culture; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify some elements of Chinese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of Chinese culture in interactions with people and texts; e.g., interpret historical references	a. identify different perspectives on Chinese culture and speculate on their origins; e.g., identify stereotypes of Chinese culture present in their own community
GC–1.4 diversity within Chinese culture	a. apply knowledge of Chinese culture to interpret similarities and differences among diverse groups within Chinese culture	a. apply knowledge of diverse elements of Chinese culture in interactions with people and texts	a. identify different perspectives on diverse elements of Chinese culture and speculate on their origins
GC–1.5 valuing Chinese culture	a. acknowledge cultural behaviours that are different from their own	a. choose to participate in, and contribute to, activities and experiences that reflect Chinese culture	a. examine their own perceptions of Chinese language and culture, including stereotypes

GC–2   appreciating diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language (or dialect) and Chinese; e.g., grammatical structures	a. identify some words in their first language (or dialect) that have been borrowed from Chinese or from other languages	a. identify some regional variations in their first language (or dialect)
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify some influences on the development of their personal identity b. identify how cultural influences affect personal identity	a. identify shared references and the different connotations attached to them in Chinese culture and in their own culture	a. identify some of the past and present relationships between Chinese culture and their own culture
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives	a. recognize the value of different perspectives
GC–2.6 intercultural skills	a. explore various strategies for interpersonal communication with people from different cultures	a. explore various strategies for enhancing communication with people from various cultures	a. recognize and avoid stereotypical thinking b. identify and use a variety of strategies for enhancing relations with people from different cultures

GC–3   personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 Chinese language and culture	a. explore personal reasons for learning Chinese	a. identify aspects of the history, literature, arts and crafts of Chinese culture that are of personal interest	a. identify some careers that use knowledge of Chinese
GC–3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

Strategies

language learning

language use

**Students will know and use strategies
to maximize the effectiveness
of learning and communication.**

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- learn short rhymes or songs to practise new vocabulary or sentence patterns or to learn Hanyu pinyin
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- write out or say words or phrases repeatedly in a variety of contexts
- make personal dictionaries or maintain a language learning journal
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formations, sentence structures, vocabulary words and phrases—with similar characteristics
- identify similarities and differences between aspects of Chinese and your own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids or other learning aids to support language learning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- place new words or expressions in a context to make them easier to remember

- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and the direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- find ways to overcome/reduce anxiety
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding of Chinese text/expressions through questioning in Chinese
- ask for clarification or repetition when you do not understand
- use words from your first language to get meaning across
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct

- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive
- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment

- use resources to increase vocabulary and to develop other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation) and publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes in Chinese when reading or listening to assist in producing your own text
- edit and proofread the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., sports you have been involved in
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task

- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though you might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- participate in/initiate group problem-solving processes

- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1 language learning

		Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
		Students will be able to:		
S–1.1 cognitive		a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive		a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective		a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies to enhance language use	a. select and use a variety of interactive strategies to enhance language use	a. select and use a variety of interactive strategies to enhance language use
S–2.2 interpretive	a. identify and use a variety of interpretive strategies to enhance language use	a. select and use a variety of interpretive strategies to enhance language use	a. select and use a variety of interpretive strategies to enhance language use
S–2.3 productive	a. identify and use a variety of productive strategies to enhance language use	a. select and use a variety of productive strategies to enhance language use	a. select and use a variety of productive strategies to enhance language use

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

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See pages 36 and 37 for a sample list of general learning strategies.

GERMAN LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of German language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the German Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Studying the German language opens the door to understanding and participating in an influential world culture with close relationships to both the English language and our contemporary way of life.

Communication with people living in much of northern and central Europe is possible for those who know the German language. German is spoken by approximately 120 million people worldwide; it is the official language of Austria and Germany, and it is one of several official languages in Liechtenstein, Luxembourg and Switzerland. In Belgium and Denmark, German is a language with special status.

German can also be an important key to communication in many parts of the world beyond the German-speaking nations. In eastern Europe, for example, the use of German as a major language of business has been increasing in recent years.

To learn German as another language is to embark on a profound experience of cross-cultural exploration. Contributions from German culture have shaped such areas as science, technology, music, philosophy, literature, religion and politics, to name but a few. Over the centuries, German has had significant impact far beyond the borders of nations where the language is spoken.

For those students who already have some knowledge of German, or a family connection to the culture, there is the opportunity to renew contact with their ancestral language and culture or to maintain and develop literacy in a first language that is not the majority language in the community.

The value, for Canadian society as a whole, of learning German can be summarized as follows. Learning German leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an enhanced role in the international community
- improved potential in the Canadian and the global marketplace and workplace.

There are also many personal reasons for learning German. Students who have no previous knowledge of the language can look forward to:

- more opportunity to communicate directly with German-speaking people and gain a deeper insight into their own culture and language

- a broader range of educational, career and leisure opportunities
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

Students receive additional, indirect benefits from learning German as another language, including:

- development of increased competence in their use of English or in other languages they may know
- enhanced cognitive functioning, particularly an increased ability to conceptualize and to think abstractly; more cognitive flexibility; and greater divergent thinking, creativity and metalinguistic competence.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- Language expresses culture.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning German as another language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some background knowledge of German and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in German and are studying German as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in German.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with German.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.
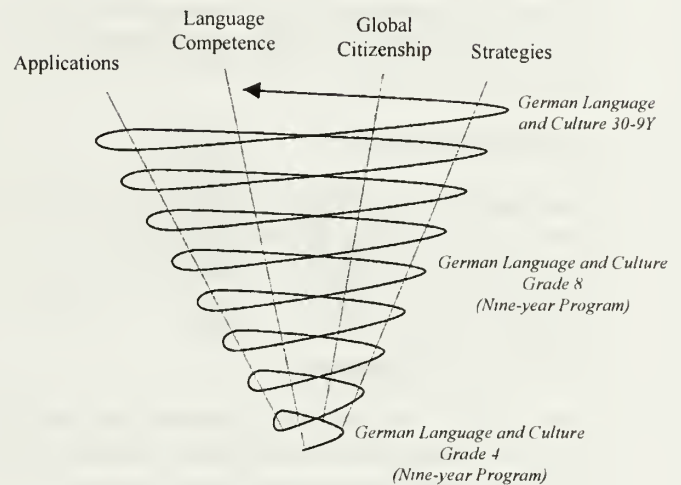
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time.

Learning is reinforced, extended and broadened with each successive pass.

German Language and Culture 30-9Y

German Language and Culture Grade 8 (Nine-year Program)

German Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use German in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will understand and produce German **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.
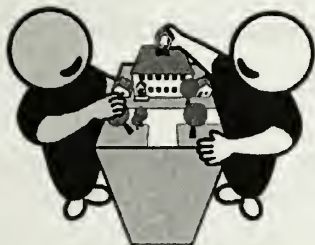
Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
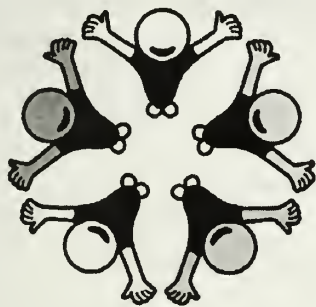A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will understand and produce German **effectively** and **competently**.

LC–1 interpret and produce oral texts
LC–2 interpret and produce written and visual texts
LC–3 attend to form
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

GC–1 historical and contemporary elements of the cultures of the German-speaking world
GC–2 appreciating diversity
GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

cluster heading
for specific
outcomes

LC–1   interpret and produce oral texts

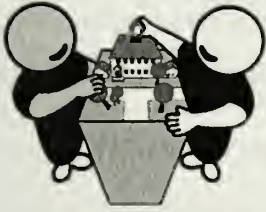|		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–1.1 aural interpretation		a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–1.2 oral production		a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–1.3 interactive fluency		a. engage in short, routine exchanges, with pauses for planning and repair	a. manage short interactions, with pauses for planning and repair	a. manage simple, spontaneous interactions, asking for repetition or clarification when necessary

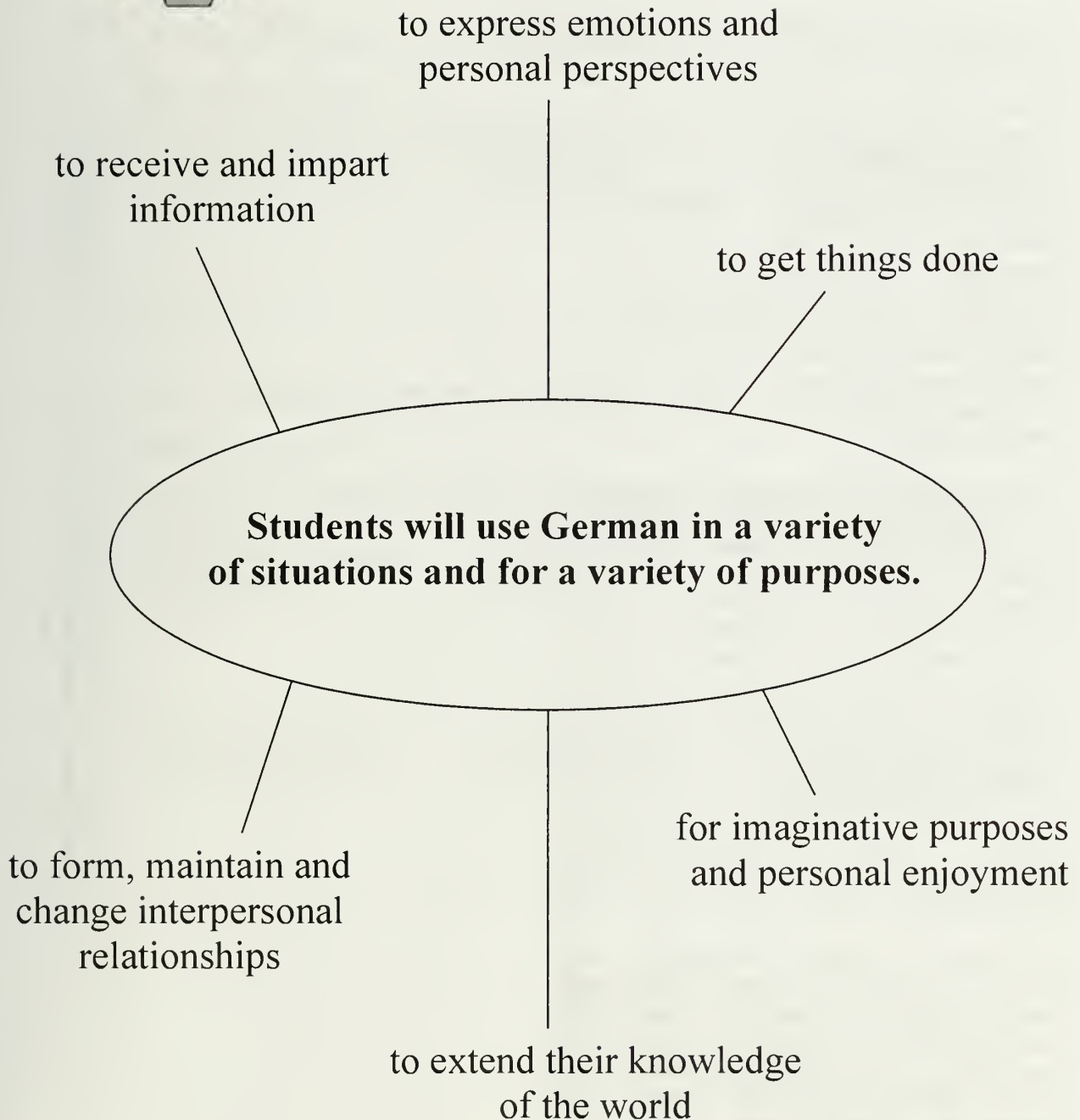read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

**Students will use German in a variety
of situations and for a variety of purposes.**

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the German language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the German language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to receive and impart information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. understand, share and use simple definitions, comparisons and examples	a. share information about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, and approval and disapproval	a. inquire about and express interest or lack of interest, and satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. express emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations; e.g., lodge a complaint in a store or a restaurant

A–3 to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations	a. give and respond to advice and warnings	a. make and respond to suggestions or requests in formal situations; e.g., shopping, travelling
A–3.2 state personal actions	a. state personal actions in the past, present and future	a. express an intention or make a promise in a variety of situations	a. accept or decline an offer or invitation, with explanations
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. elaborate on and clarify another member's contribution

A–4 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages	a. give and respond to compliments b. explain actions

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
Students will be able to:			
A–5.1 discover and explore	a. explore classification systems and criteria for categories b. discuss relationships and patterns	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity
A–5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts	a. gather information, using a prepared format; e.g., interview people, using prepared questions
A–5.3 explore opinions and values	a. distinguish fact from opinion	a. provide reasons for their position on an issue	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story
A–5.4 solve problems	a. describe and analyze a problem, then propose solutions	a. generate and compare alternative solutions to problems	a. use information collected from various sources to solve problems

A–6   for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 **humour/fun**	a. use German for fun and to interpret humour	a. use German for fun and to interpret and express humour	a. use German for fun and to interpret and express humour
A–6.2 **creative/aesthetic purposes**	a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use German creatively and for aesthetic purposes; e.g., retell a familiar story	a. use German creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 **personal enjoyment**	a. use German for personal enjoyment; e.g., learn a craft or a dance	a. use German for personal enjoyment; e.g., find a pen pal and exchange letters	a. use German for personal enjoyment; e.g., use the Internet to explore the cultures of the German-speaking world

Language Competence
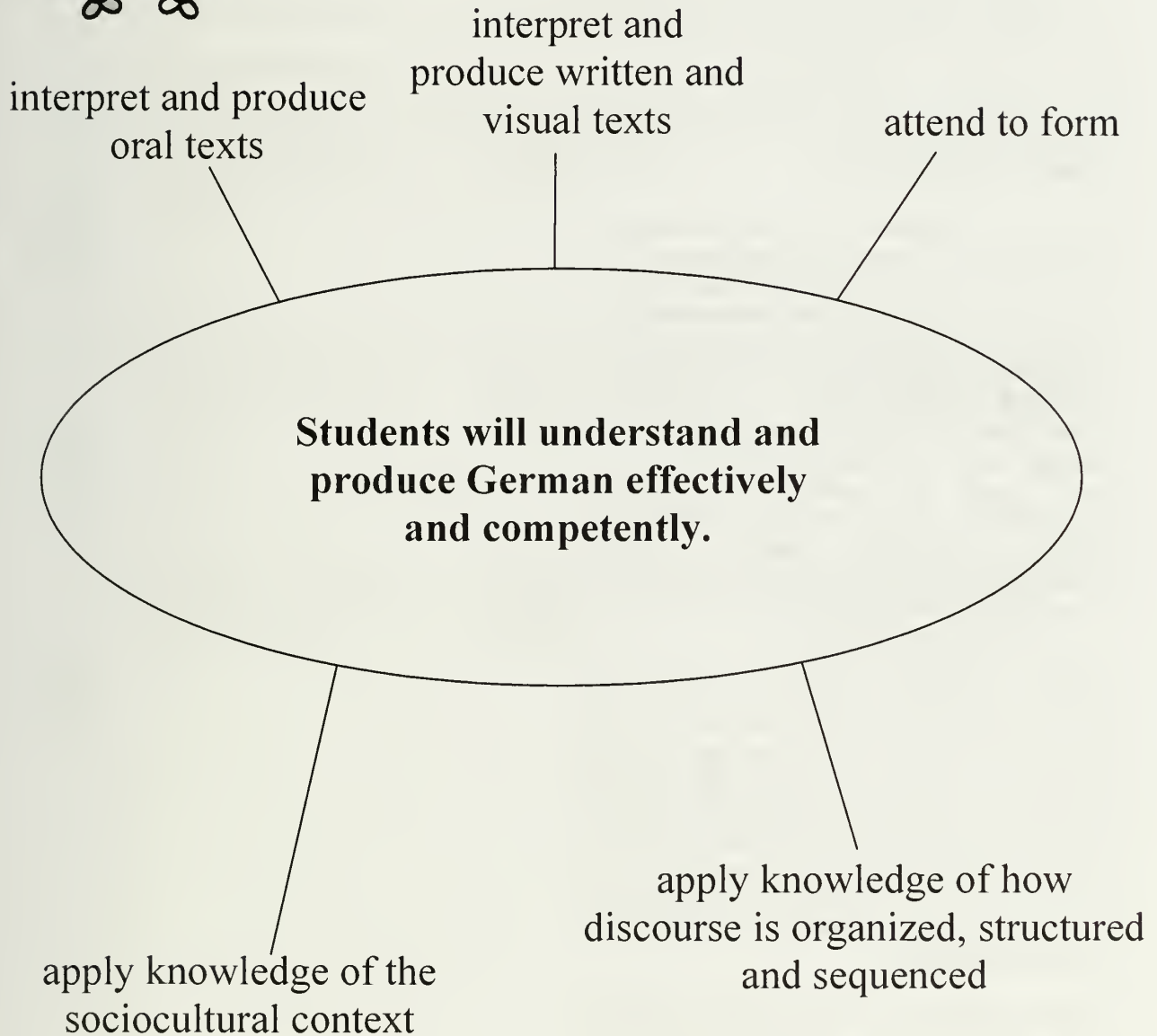
interpret and produce
oral texts

interpret and
produce written and
visual texts

attend to form

**Students will understand and
produce German effectively
and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized, structured
and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the German language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1 interpret and produce oral texts

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–1.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–1.2 oral production	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–1.3 interactive fluency	a. engage in short, routine exchanges, with pauses for planning and repair	a. manage short interactions, with pauses for planning and repair	a. manage simple, spontaneous interactions, asking for repetition or clarification when necessary

LC–2 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 interpretation of written texts	a. understand a variety of short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand short written texts on unfamiliar topics in guided and unguided situations
LC–2.2 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–2.3 viewing	a. derive meaning from visual elements of a variety of media in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media in guided situations	a. derive meaning from a number of visual elements in a variety of media in guided and unguided situations
LC–2.4 representing	a. express meaning through the use of visual elements in a variety of media in guided situations	a. express meaning through a number of visual elements in a variety of media in guided situations	a. express meaning through a number of visual elements in a variety of media in guided and unguided situations

LC–3 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 phonology	a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases	a. use intelligible pronunciation, stress and intonation when producing unfamiliar words or phrases	a. produce the essential sounds, rhythm, stress and intonation patterns of German where rehearsal is possible
LC–3.2 orthography	a. recognize some elements of the writing system b. apply common spelling rules to write unfamiliar words	a. recognize and use some elements of the writing system; e.g., capitalization and punctuation b. apply common spelling rules consistently	a. apply spelling rules consistently b. use basic mechanical conventions; e.g., common uses of punctuation
LC–3.3 lexicon	a. recognize that one word may have multiple meanings, depending on the context b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • shopping • traditions • sports • any other lexical fields that meet their needs and interests	a. recognize that various words and expressions may convey the same idea b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • fashion • transportation • leisure/entertainment • any other lexical fields that meet their needs and interests	a. recognize and use words and expressions that convey shades of meaning b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • occupations • travel • health and safety • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–3 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

LC–3.4 grammatical elements

a. use, in modelled situations,[1] the following grammatical elements: ....

• plural of nouns • personal pronouns accusative (singular); i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • separable verbs • selected reflexive verbs (singular) • formal address • subordinate clauses beginning with *weil* • position of adverbs of frequency; e.g., *manchmal, oft* • possessive pronouns (plural) *unser/euer/ihr* • present perfect regular verbs (common)	• personal pronouns dative (singular) • personal pronouns accusative (plural) • simple past (selected verbs, recognize only) • infinitive clauses; e.g., *Ich habe keine Lust die Hausaufgaben zu machen.* • selected subordinate clauses	• personal pronouns dative (plural) • reflexive verbs (all forms) • simple past (selected verbs, recognize only) • selected subordinate clauses • two-way prepositions • comparison of adjectives (all forms) • nominative/dative/accusative cases (the concept)

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will understand and produce German **effectively** and **competently**.

LC–3 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

• compound nouns • possessive pronouns (plural) *unser/euer/ihr* • imperative mood (plural) • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • comparison of adjectives (comparative form only) • simple past (third person singular); e.g., *er war/er hatte* • negation *(nicht/kein)* • selected accusative prepositions • possessive adjective *mein/dein/sein/ihr* • perfect tense (limited selection of verbs) • possessive pronouns nominative (third person singular) *sein/ihr*	• plural of nouns • compound nouns • personal pronouns accusative (singular); i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • separable verbs • selected reflexive verbs (singular) • formal address • subordinate clauses beginning with *weil* • position of adverbs of frequency; e.g., *manchmal, oft* • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • possessive pronouns nominative and accusative (third person singular) *sein/ihr* • possessive pronouns (plural) *unser/euer/ihr* • perfect tense (limited selection of verbs)	• personal pronouns dative (singular) • personal pronouns accusative (plural) • infinitive clauses; e.g., *Ich habe keine Lust die Hausaufgaben zu machen.* • subordinate clauses beginning with *weil* • selected dative prepositions *aus, bei, mit, nach, seit, von, zu* • possessive pronouns (plural) *unser/euer/ihr* • plural of nouns • separable verbs

LC–3.4
grammatical elements

(continued)

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–3 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–3.4 grammatical elements

• personal pronouns nominative (plural) • regular verbs (present tense) • selected reflexive verbs (first person singular) • simple past of *sein* and *haben* (first person singular) *ich war, ich hatte* • asking questions, using interrogatives; e.g., *wer? wie?* • sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...* • compound sentences with coordinating conjunctions; e.g., *und*	• selected dative prepositions • comparison of adjectives (comparative form only) • simple past (third person singular) *sein/haben* • negation *(nicht/kein)* • selected accusative prepositions	• plural of nouns • compound nouns • personal pronouns accusative (singular) in familiar situations; i.e., *mich, dich, sie, ihn, es* • modal verbs in present tense • formal address • position of adverbs of frequency; e.g., *oft, manchmal* • imperative mood (plural) • perfect tense (limited selection of verbs)

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions correctly	a. use learned idiomatic expressions in a variety of contexts	a. explore idiomatic expressions in popular, contemporary cultures
LC–4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language	a. recognize other influences resulting in variations in language; e.g., level of education b. identify regional variations in language
LC–4.4 social conventions	a. examine important social conventions in everyday interactions; e.g., shaking hands	a. examine the use of social conventions encountered in texts	a. examine and use important social conventions in interactions; e.g., formal address
LC–4.5 nonverbal communication	a. identify nonverbal behaviours in a variety of familiar contexts	a. identify nonverbal behaviours in a variety of familiar contexts	a. identify nonverbal behaviours in a variety of familiar contexts

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts, using common patterns; e.g., cause and effect, sequencing b. interpret simple references within texts; e.g., pronouns	a. organize texts to indicate steps in a procedure or directions to follow b. recognize that pronouns and demonstratives provide cohesion within texts	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, forms of correspondence b. use pronouns and demonstratives to provide cohesion within texts
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls	a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation– acceptance/refusal with explanation

Global Citizenship
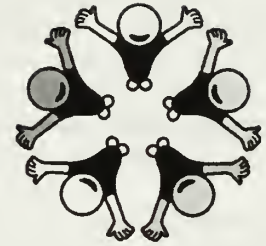
historical and contemporary
elements of the cultures of the
German-speaking world

appreciating diversity

Students will acquire
the knowledge, skills and attitudes
to be effective global citizens, through the
exploration of the cultures of the
German-speaking world.

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of the cultures of the German-speaking world," there are strands for accessing/analyzing cultural knowledge, knowledge of the cultures of the German-speaking world, applying cultural knowledge, diversity within German-speaking cultures and valuing German-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the cultures of the German-speaking world, it is more important that students develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a Canadian and a global context.

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

GC–1   historical and contemporary elements of the cultures of the German-speaking world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	a. formulate questions and use basic research skills to gather and analyze information about cultures of the German-speaking world	a. make and test hypotheses about cultures of the German-speaking world b. identify and use a variety of sources of information to find out about cultures of the German-speaking world
GC–1.2 knowledge of the cultures of the German-speaking world	a. explore some elements of the cultures; e.g., everyday ways of life of people their own age b. identify similarities and differences between themselves and German-speaking people their own age	a. explore and identify some elements of the cultures of the German-speaking world	a. explore and identify some elements of the cultures of German-speaking people; e.g., cultural values, attitudes and interests of people their own age in the culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of the cultures in interactions with people and in interpreting texts	a. identify different perspectives on the cultures and speculate on their origins; e.g., German cultural stereotypes present in their own community
GC–1.4 diversity within German-speaking cultures	a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	a. identify different perspectives on diverse elements of the cultures and speculate on their origins; e.g., German cultural stereotypes

(continued)

> **General Outcome for Global Citizenship**
> Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.

(continued)

GC–1   historical and contemporary elements of the cultures of the German-speaking world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.5 valuing German-speaking cultures	a. recognize cultural behaviour that is different from their own	a. choose to participate in, and contribute to, activities and experiences that reflect cultures	a. examine their own perception of the German language and culture, including an examination of stereotypes

GC–2   appreciating diversity

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. identify some words in their first language that have been borrowed from German or from other languages	a. compare oral and written aspects of their first language and German; e.g., grammar structures	a. identify some regional variations in their first language
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another	a. recognize that languages can be grouped into families based on common origins	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture	a. identify some influences on the development of their personal identity; e.g., cultural conditioning	a. identify some of the past and present relationships between the German-speaking cultures and their own culture
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize that various factors affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	a. recognize and acknowledge different perspectives	a. recognize the value of different perspectives
GC–2.6 intercultural skills	a. explore representations of their own culture created by members of another culture	a. identify and make use of public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking

GC–3   personal and career opportunities

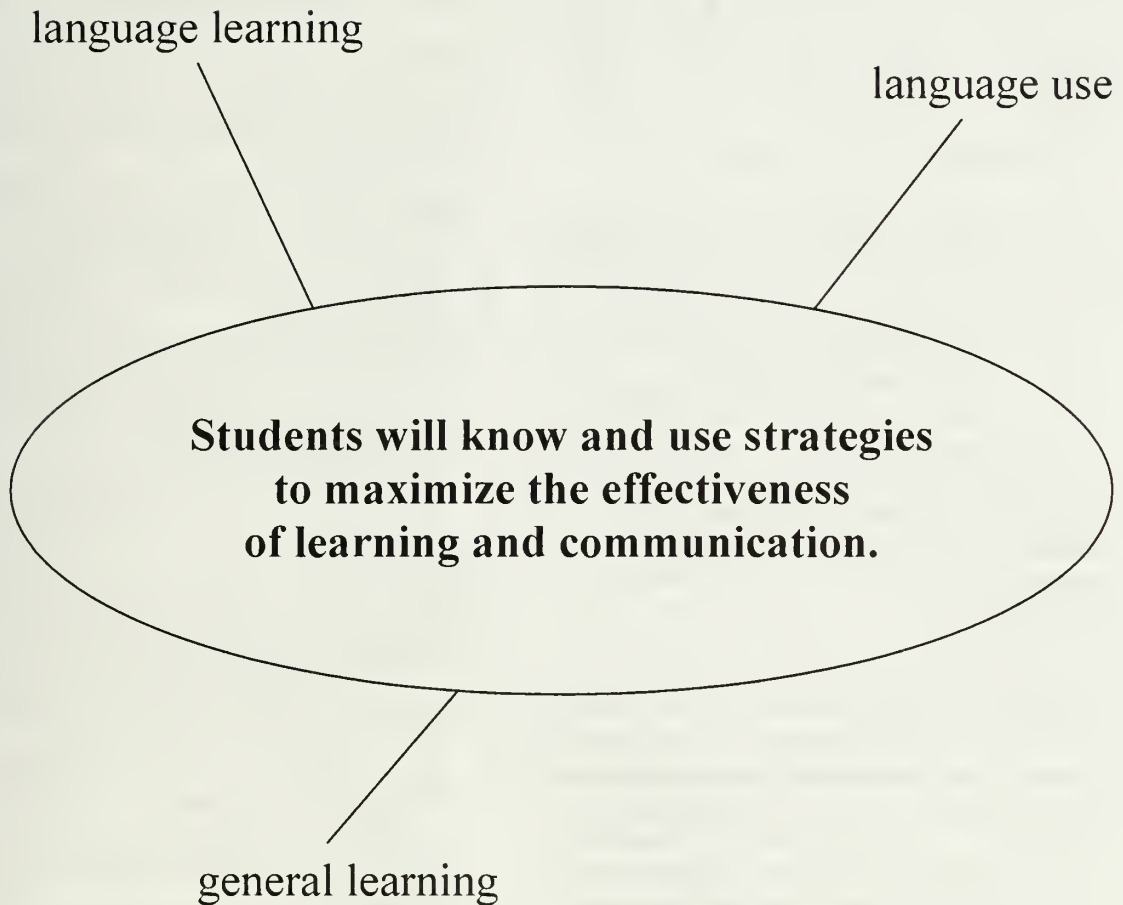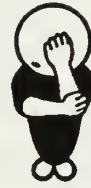|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC-3.1 German language and culture	a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest	a. identify some careers that use knowledge of German	a. explore personal reasons for learning German
GC-3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in, as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of German
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in German or in your own language
- find information, using reference materials such as dictionaries, textbooks, grammars and technological aids
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*
- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in German
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht verstanden,* raised eyebrows, blank look
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will, ...*

- use a simple word similar to the concept to convey, and invite correction; e.g., *Fisch* for *Forelle*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Kann man das sagen?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Also ..., Was wollte ich sagen ...*
- use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Verstehst du, was ich meine?*
- use suitable phrases to intervene in a discussion; e.g., *Da wir gerade dabei sind ...*
- self-correct if errors lead to misunderstandings; e.g., *Was ich eigentlich damit sagen will ...*
- express approval or positive feedback; e.g., *Ich finde das gut.*

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text

- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter, listening to instrumental music
- use social interaction skills to enhance group learning activities

S–1   language learning

	Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**
	Students will be able to:		
S–1.1 **cognitive**	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 **metacognitive**	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 **social/affective**	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

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See page 33 for a sample list of general learning strategies.

JAPANESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Japanese language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Japanese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Japanese, spoken by over 125 million people in the world, is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role in world economics; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.

Partnerships with Japan are also very important in the education of Alberta's students. A large number of Alberta's students and schools are involved in exchanges and twinning programs with Japan. These programs have made important contributions to enhancing the language skills and cultural/intercultural development of Alberta's students.

There is significant evidence to suggest that learning another language contributes to the development of increased abilities in the first language and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures. For students who have no prior connection to the Japanese language and culture, this program of studies offers an opportunity to learn about and build bridges with a unique and influential culture. For students who already have some knowledge of Japanese, there is the opportunity to maintain and develop literacy in the language. For students with a family connection to the culture, there is the opportunity to renew contact with their heritage language and culture.

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be

challenging yet fun. They are often fascinated by the opportunity to learn about historical and contemporary elements of Japanese culture.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Japanese leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Japanese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on Japanese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.
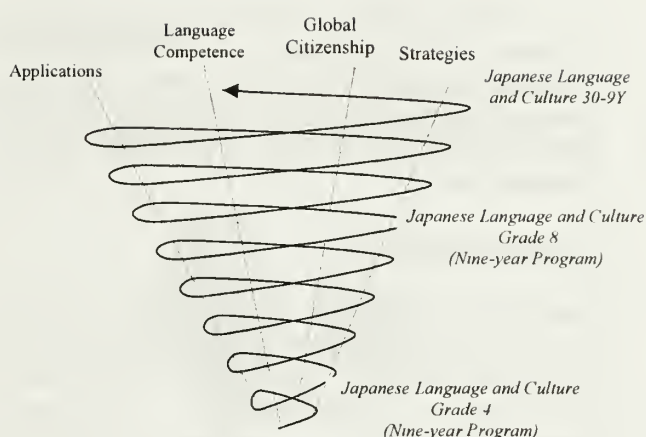
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the

meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

Language Competence — Global Citizenship — Strategies — Applications — Japanese Language and Culture 30–9Y — Japanese Language and Culture Grade 8 (Nine-year Program) — Japanese Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Japanese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.
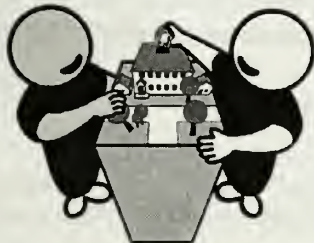
Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1   to impart and receive information
A–2   to express feelings and personal perspectives
A–3   to get things done
A–4   to form, maintain and change interpersonal relationships
A–5   to extend their knowledge of the world
A–6   for imaginative purposes and personal enjoyment

Language Competence

Students will use Japanese **effectively** and **competently**.

LC–1   attend to form
LC–2   interpret texts
LC–3   produce texts
LC–4   interact
LC–5   apply knowledge of the sociolinguistic/ sociocultural context
LC–6   apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1   historical and contemporary elements of Japanese culture
GC–2   affirming diversity
GC–3   personal growth and future opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning
S–2   language use
S–3   general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

cluster heading for specific outcomes →

LC–3 produce texts

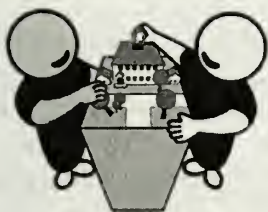|		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–3.1 speaking	a.	produce simple oral texts on familiar topics in guided situations	a. produce a variety of short, simple oral texts on familiar topics in guided situations	a. produce a variety of short oral texts on familiar topics in guided situations
LC–3.2 writing	a.	produce short, simple written texts on familiar topics in guided situations	a. produce a variety of short, simple written texts on familiar topics in guided situations	a. produce a variety of short written texts on familiar topics in guided situations
LC–3.3 representing	a.	express meaning through the use of visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express feelings and
personal perspectives

to impart and
receive information

to get things done

**Students will use Japanese in a variety of
situations and for a variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Japanese.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1 to impart and receive information

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
Students will be able to:		

A–1.1 share factual information

a. ask for and provide information on several aspects of a topic; e.g., give a simple report	a. share information about events that took place in the past or that may take place in the future	a. ask for and provide information, using definitions, comparisons and examples

A–2 to express feelings and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, feelings, opinions, preferences

a. ask about and express agreement and disagreement, and approval and disapproval	a. ask about and express interest or lack of interest, and satisfaction and dissatisfaction	a. ask about and express probability and certainty
b. ask about and describe feelings appropriately in a variety of familiar contexts	b. express feelings in familiar situations	b. express opinions
		c. express feelings in familiar situations

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in a variety of situations b. give and follow a simple sequence of instructions in a variety of situations	a. make and respond to suggestions in a variety of situations	a. make suggestions and requests and provide advice b. give and respond to directions and instructions c. make and respond to requests; e.g., in a public library or post office
A–3.2 state personal actions	a. state personal actions in the past, present and future b. make an offer to do something	a. express intention to do something	a. respond to an offer or invitation with explanations
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others	a. express disagreement in an appropriate way	a. negotiate in a simple way with peers in a small group

A–4   to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates b. exchange greetings and farewells in a variety of formal and informal situations c. give simple excuses	a. use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages b. take leave politely	a. give and respond to compliments b. offer and respond to congratulations c. give simple excuses with apology

Applications

A–5   to extend their knowledge of the world

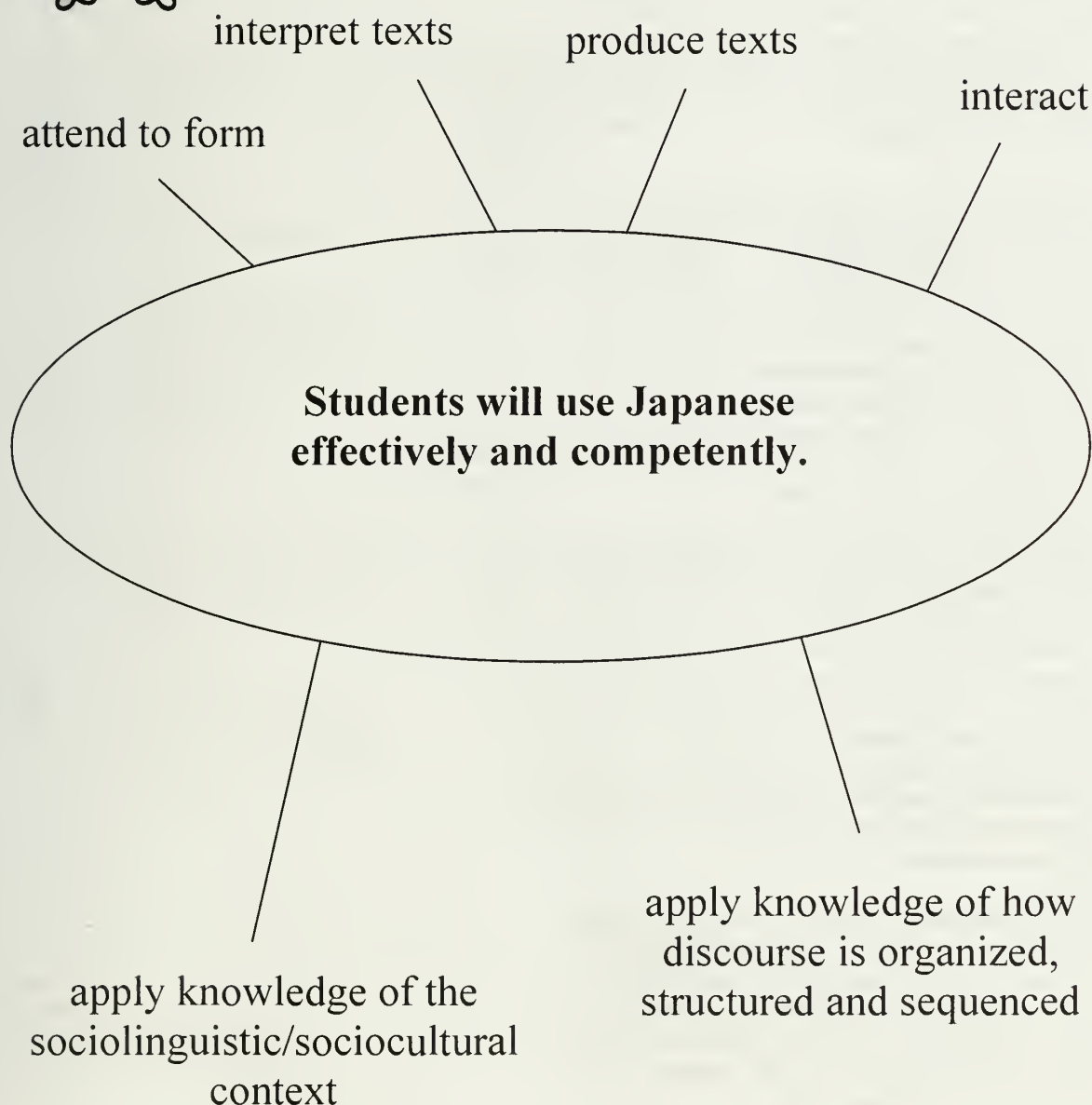|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and to clarify understanding	a. explore and express information in a variety of ways	a. explore and express information in a variety of ways
A–5.2 gather and organize information	a. gather information, using a prepared format; e.g., interview people, using prepared questions	a. gather information from a variety of resources; e.g., print, human, multimedia	a. organize and manipulate information; e.g., in tables, in story maps
A–5.3 solve problems	a. examine a problem and propose a solution	a. use information collected from various sources to solve problems	a. generate and evaluate alternative solutions to problems
A–5.4 explore opinions and values	a. express their views and opinions on a variety of topics	a. provide reasons for their opinions	a. distinguish fact from opinion b. explore how values influence behaviour

A–6   for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to understand simple humour	a. use the language for fun and to understand and express simple humour; e.g., learn and perform songs, dances and short skits	a. use the language for fun and to understand and express humour; e.g., learn and perform songs, dances and short skits
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with sounds, words and rhythms of the language, such as haiku	a. use the language creatively and for aesthetic purposes; e.g., write simple short stories	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret texts

produce texts

interact

attend to form

Students will use Japanese effectively and competently.

apply knowledge of the sociolinguistic/sociocultural context

apply knowledge of how discourse is organized, structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for sound system, writing systems, lexicon and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.1 sound system	a. approximate the pronunciation of unfamiliar words	a. identify and reproduce some critical sound distinctions that are important for meaning	a. use intonation, pauses and rhythm appropriately in familiar situations
LC–1.2 writing systems	a. write basic katakana b. write simple sentences that incorporate hiragana and basic katakana words c. read and write some simple kanji characters	a. read and write a variety of familiar katakana words b. read a variety of basic kanji c. write some basic kanji d. write simple sentences that incorporate hiragana and katakana	a. recognize the complete katakana system b. read and write a variety of basic kanji c. write simple texts, using all three systems
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my town • money and shopping • holidays/special days • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • people in the community • transportation • weather/seasons • vacations • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • travel • fashion • mass media • world of work • any other lexical fields that meet their needs and interests

(continued)

Note: The legend below applies to the grammatical elements section that follows.

Legend
N means noun   L means location   NaA means *na*-adjective
V means verb (not exhaustive)   A means *i*-adjective
V (d. f.) means verb dictionary form

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4
grammatical elements

Grade 7	Grade 8	Grade 9
• V dictionary form • V₁ て V₂ ます • V ない • V ないでください • A かった(です) • A くなかった(です) • A/NaA の (をください/ がいいです) • NaA でした • NaA じゃなかったです/ ありませんでした • N でしょう • N にします • N になります • N を__ (quantity) (ください/V ます) • N をもらいます/あげます/くれます • N₁ は N₂ が A/NaA です • N で [by means of] • N も [also] • N と [with] • N から [from] • N まで [until, to] • L にあります/います • N の L に あります/います • この、その、あの、ここ、そこ、 あそこ [demonstratives] • いくら、いくつ、どう、どれ、どちら [interrogatives] • そして、それから [coordinating conjunctions: and, and then] • ごろ [time] / ぐらい [amount] • _じ_ふん [time expression] • counters	• V た • V なかった • V てから • V (d. f.) まえに • V てくれませんか • V (stem) に (いきます/ きます/かえります) • V (d. f.) ことができます/ です) • V (d. f.) の/こと が/は A/NaA です (e.g., すき、とくい) • V (d. f.) つもりです • A くて/NaA で • NaA だ • NaA だった • N だ • N だった • N が/は__ (quantity) あります/います • とおもいます/おもってい ます • からです [reason] • どの、なぜ/なんで/どうし て [interrogatives] • counters	• V たほうがいいです • V ないほうがいいです • V たことがあります • V₁ たりV₂ たりします • V たらどうですか • A/NaA そう(です/なN) [appearance] • N みたい(です/なN) • N₁ は N₂ とおなじです/ ちがいます • N₁ とN₂ と では) どち らが A/NaAですか • N₁ のほうが N₂ より A/NaAです • かもしれません • んです • と (いきます/よみます) [quote] • もう+ V past • まだです • counters

(continued)

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC–1 attend to form

Grade 7 **(Nine-year Program)**	**Grade 8** **(Nine-year Program)**	**Grade 9** **(Nine-year Program)**

LC–1.4
grammatical elements

Grade 7 (Nine-year Program)

- V dictionary form
- V_1 *te* V_2 *masu*
- V *nai*
- V *nai de kudasai*
- A *katta (desu)*
- A *ku nakatta (desu)*
- A/NaA *no (o kudasai/ ga iidesu)*
- NaA *deshita*
- NaA *ja nakatta desu/ arimasen deshita*
- N *deshou*
- N *ni shimasu*
- N *ni narimasu*
- N *o __* (quantity) *(kudasai/V masu)*
- N *o moraimasu/agemasu/ kuremasu*
- N_1 *wa* N_2 *ga* A/NaA *desu*
- N *de* [by means of]
- N *mo* [also]
- N *to* [with]
- N *kara* [from]
- N *made* [until, to]
- L *ni arimasu/imasu*
- N *no* L *ni arimasu/imasu*
- *kono, sono, ano, koko, soko, asoko* [demonstratives]
- *ikura, ikutsu, dou, dore, dochira* [interrogatives]
- *soshite, sorekara* [coordinating conjunctions: and, and then]
- *goro* [time] / *gurai* [amount]
- *_ji _fun* [time expression]
- counters

Grade 8 (Nine-year Program)

- V *ta*
- V *nakatta*
- V *te kara*
- V (d. f.) *mae ni*
- V *te kuremasen ka?*
- V (stem) *ni (ikimasu/kimasu)*
- V (d. f.) *koto (ga dekimasu/ desu)*
- V (d. f.) *no/koto ga/wa* A/NaA *desu* (e.g., *suki, tokui*)
- V (d. f.) *tsumori desu*
- A *kute*/NaA *de*
- NaA *da*
- NaA *datta*
- N *da*
- N *datta*
- N *ga/wa __* (quantity) *arimasu/imasu*
- *to omoimasu/omotte imasu*
- *karadesu* [reason]
- *dono, naze/nande/doushite* [interrogatives]
- counters

Grade 9 (Nine-year Program)

- V *ta hou ga iidesu*
- V *nai hou ga iidesu*
- V *ta koto ga arimasu*
- V_1 *tari* V_2 *tari shimasu*
- V *tara dou desu ka?*
- A/NaA *sou (desu/ na* N) [appearance]
- N *mitai (desu/na* N)
- N_1 *wa* N_2 *to onaji desu/ chigai masu*
- N_1 *to* N_2 *to (dewa) dochira ga* A/NaA *desu ka?*
- N_1 *no hou ga* N_2 *yori* A/NaA *desu*
- *kamoshiremasen*
- *n desu*
- *to (kikimasu/yomimasu)* [quote]
- *mou* + V past
- *mada desu*
- counters

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

(continued)

LC–1 attend to form

<div align="center">

| **Grade 7**
(Nine-year Program) | **Grade 8**
(Nine-year Program) | **Grade 9**
(Nine-year Program) |

</div>

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7 (Nine-year Program)

- V ましょうか
- V ています
- V てもいいです
- V てはいけません/だめです
- V たいです
- A い/NaA な + N
- N じゃなかったです/ありませんでした
- N ができます
- N がいちばん A/NaA です
- L に/へ [destination]
- L で [action (location)]
- に [time]
- これ、それ、あれ [demonstratives]
- なに、なん、だれ、いつ、どこ、どんな [interrogatives]
- とても、あまり
- counters

Grade 8 (Nine-year Program)

- V dictionary form
- V₁ て V₂ ます
- V ない
- V ないでください
- A かった (です)
- A くなかった (です)
- A/NaA の (をください/がいいです)
- NaA でした
- NaA じゃなかったです/ありませんでした
- N でしょう
- N にします
- N になります
- N を＿ (quantity) (ください/V ます)
- N をもらいます/あげます/くれます
- N₁ は N₂ が A/NaA です
- N で [by means of]
- N も [also]
- N と [with]
- N から [from]
- N まで [until, to]
- L にあります/います
- N の L にあります/います
- この、その、あの、ここ、そこ、あそこ [demonstratives]
- いくら、いくつ、どう どれ、どちら [interrogatives]
- そして、それから [coordinating conjunctions: and, and then]
- ごろ [time]、ぐらい [amount]
- ＿じ＿ふん [time expression]
- counters

Grade 9 (Nine-year Program)

- V た
- V なかった
- V てから
- V (d. f.) まえに
- V てくれませんか
- V (stem) に (いきます/きます/かえります)
- V (d. f.) こと (ができます/です)
- V (d. f.) の/ことが/は A/NaA です (e.g., すき、とくい)
- V (d. f.) つもりです
- A くて/NaA で
- NaA だ
- NaA だった
- N だ
- N だった
- N が/は ＿ (quantity) あります/います
- とおもいます/おもっています
- からです [reason]
- どの、なぜ/なんで/どうして [interrogatives]
- counters

(continued)

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

LC–1 attend to form

<table>
<tr><td align="center">**Grade 7**
(Nine-year Program)</td><td align="center">**Grade 8**
(Nine-year Program)</td><td align="center">**Grade 9**
(Nine-year Program)</td></tr>
</table>

LC–1.4
grammatical elements

Grade 7 (Nine-year Program)

- V *mashou ka?*
- V *te imasu*
- V *temo ii desu*
- V *te wa ikemasen/dame desu*
- V *tai desu*
- A *i*/NaA *na* + N
- N *ja nakatta desu/ arimasen deshita*
- N *ga dekimasu*
- N *ga ichiban* A/NaA *desu*
- L *ni/e* [destination]
- L *de* [action (location)]
- *ni* [time]
- *kore, sore, are* [demonstratives]
- *nani, nan, dare, itsu, doko, donna* [interrogatives]
- *totemo, amari*
- counters

Grade 8 (Nine-year Program)

- V dictionary form
- V$_1$ *te* V$_2$ *masu*
- V *nai*
- V *naide kudasai*
- A *katta (desu)*
- A *ku nakatta (desu)*
- A/NaA *no (o kudasai/ ga iidesu)*
- NaA *deshita*
- NaA *ja nakatta desu/ arimasen deshita*
- N *deshou*
- N *ni shimasu*
- N *ni narimasu*
- N *o* __ (quantity) *(kudasai/*V *masu)*
- N *o moraimasu/agemasu/ kuremasu*
- N$_1$ *wa* N$_2$ *ga* A/NaA *desu*
- N *de* [by means of]
- N *mo* [also]
- N *to* [with]
- N *kara* [from]
- N *made* [until, to]
- L *ni arimasu/imasu*
- N *no* L *ni arimasu/imasu*
- *kono, sono, ano, koko, soko, asoko* [demonstratives]
- *ikura, ikutsu, dou, dore, dochira* [interrogatives]
- *soshite, sorekara* [coordinating conjunctions: and, and then]
- *goro* [time], *gurai* [amount]
- _*ji* _*fun* [time expression]
- counters

Grade 9 (Nine-year Program)

- V *ta*
- V *nakatta*
- V *te kara*
- V (d. f.) *mae ni*
- V *te kuremasen ka?*
- V (stem) *ni (ikimasu/kimasu/ kaerimasu)*
- V (d. f.) *koto (ga dekimasu/desu)*
- V (d. f.) *no/koto ga/wa* A/NaA *desu (e.g., suki, tokui)*
- V (d. f.) *tsumori desu*
- A *kute*/NaA *de*
- NaA *da*
- NaA *datta*
- N *da*
- N *data*
- N *ga/wa* __ (quantity) *arimasu/imasu*
- *to omoimasu/omotte imasu*
- *karadesu* [reason]
- *dono, naze/nande/doushite* [interrogatives]
- counters

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
• V て • V てください • V ました • V ませんでした • V ませんか • V ましょう • A いです • A くないです • NaA です • NaA じゃないです • N でした • N じゃないです/ありません • N がいいです • N が/は あります/います • N₁ の N₂ [possessive] • N₁ と N₂ [coordination] • N は [topic] • N を [object] • ~か [question marker] • counters★	• V ましょうか • V ています • V てもいいです • V てはいけません/だめです • V たいです • A い/NaA な + N • N じゃなかったです/ありませんでした • N ができます • N がいちばん A/NaA です • L に/へ [destination] • L で [action (location)] • に [time] • これ、それ、あれ [demonstratives] • なに、なん、だれ、いつ、どこ、どんな [interrogatives] • とても、あまり • counters★	• V dictionary form • V₁ て V₂ ます • V ない • V ないでください • A かった (です) • A くなかった (です) • A/NaA の (e.g., をください/がいいです) • NaA でした • NaA じゃなかったです/ありませんでした • N でしょう • N にします • N になります • N を__ (quantity) (ください、V ます) • N をもらいます/あげます/くれます • N₁ は N₂ が A/NaA です • N で [by means of] • N も [also] • N と [with] • N から [from] • N まで [until, to] • L に あります/います • N の L に あります/います • この、その、あの、ここ、そこ、あそこ [demonstratives] • いくら、いくつ、どう どれ、どちら [interrogatives] • そして、それから [coordinating conjunctions: and, and then] • ごろ [time]、ぐらい [amount] • _ じ _ ふん [time expression] • counters★

★ within those lexical fields that are familiar to students

(continued)

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

LC-1.4 grammatical elements

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
• V *te* • V *te kudasai* • V *mashita* • V *masen deshita* • V *masen ka?* • V *mashou* • A *i desu* • A *ku nai desu* • NaA *desu* • NaA *ja nai desu* • N *deshita* • N *ja nai desu/arimasen* • N *ga ii desu* • N *wa/ga arimasu/imasu* • N_1 *no* N_2 [possessive] • N_1 *to* N_2 [coordination] • N *wa* [topic] • N *o* [object] • *ka?* [question marker] • counters⋆	• V *mashou ka?* • V *te imasu* • V *temo ii desu* • V *te wa ikemasen/dame desu* • V *tai desu* • A *i*/NaA *na* + N • N *ja nakatta desu/arimasen deshita* • N *ga dekimasu* • N *ga ichiban* A/NaA *desu* • L *ni/e* [destination] • L *de* [action (location)] • *ni* [time] • *kore, sore, are* [demonstratives] • *nani, nan, dare, itsu, doko, donna* [interrogatives] • *totemo, amari* • counters⋆	• V dictionary form • V_1 *te* V_2 *masu* • V *nai* • V *nai de kudasai* • A *katta (desu)* • A *ku nakatta (desu)* • A/NaA *no* (e.g., *o kudasai, ga iidesu*) • NaA *deshita* • NaA *ja nakatta desu/arimasen deshita* • N *deshou* • N *ni shimasu* • N *ni narimasu* • N *o __* (quantity) *(kudasai, V masu)* • N *o moraimasu/agemasu/kuremasu* • N_1 *wa* N_2 *ga* A/NaA *desu* • N *de* [by means of] • N *mo* [also] • N *to* [with] • N *kara* [from] • N *made* [until, to] • L *ni arimasu/imasu* • N *no* L *ni arimasu/imasu* • *kono, sono, ano, koko, soko, asoko* [demonstratives] • *ikura, ikutsu, dou, dore, dochira* [interrogatives] • *soshite, sorekara* [coordinating conjunctions: and, and then] • *goro* [time], *gurai* [amount] • *_ji _fun* [time expression] • counters⋆

⋆ within those lexical fields that are familiar to students

LC–2 interpret texts

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–2.1 listening	a.	understand short, simple oral texts on familiar topics in guided and unguided situations	a. understand a variety of short, simple oral texts on familiar topics in guided situations	a. understand a variety of short oral texts on unfamiliar topics in guided situations
LC–2.2 reading	a.	understand short, simple written texts on familiar topics in guided situations	a. understand short written texts on familiar topics in guided and unguided situations	a. understand a variety of short written texts on familiar topics in guided and unguided situations
LC–2.3 viewing and nonverbal interpretation	a.	derive meaning from visual elements of a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

LC–3 produce texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 speaking	a. produce simple oral texts on familiar topics in guided situations	a. produce a variety of short, simple oral texts on familiar topics in guided situations	a. produce a variety of short oral texts on familiar topics in guided situations
LC–3.2 writing	a. produce short, simple written texts on familiar topics in guided situations	a. produce a variety of short, simple written texts on familiar topics in guided situations	a. produce a variety of short written texts on familiar topics in guided situations
LC–3.3 representing	a. express meaning through the use of visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations

LC–4 interact

Students will be able to:

	Grade 7	Grade 8	Grade 9
LC–4.1 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, using pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

LC–5 apply knowledge of the sociolinguistic/sociocultural context

|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 register	a. experiment with and use formal language in familiar situations	a. explore formal and informal uses of language in familiar situations	a. explore simple formal and informal language in familiar situations
LC–5.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases
LC–5.3 variations in language	a. recognize variations in language; e.g., age and gender	a. recognize other influences resulting in variations in language; e.g., social status, relationship with others	a. recognize other influences resulting in variations in language; e.g., region
LC–5.4 social conventions	a. recognize important social conventions in everyday interactions	a. understand important social conventions in everyday interactions	a. interpret and use important social conventions in interactions
LC–5.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite; e.g., sounds and noises	a. avoid nonverbal behaviours that are considered impolite

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–6.1 cohesion/coherence	a. recognize common conventions to structure texts; e.g., titles, paragraphs b. organize texts, using common patterns; e.g., straightforward time sequencing	a. recognize common conventions to structure texts; e.g., titles, paragraphs b. organize texts, using common patterns; e.g., cause and effect	a. organize texts to indicate steps in a procedure or directions to follow b. understand simple references within texts; e.g., pronouns, demonstratives c. interpret sentences that have simple ellipses
LC–6.2 text forms	a. use simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media	a. recognize a variety of text forms delivered through a variety of media
LC–6.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., request–grant/deny permission	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., invitation–acceptance/refusal with explanation

Global Citizenship

historical and contemporary
elements of Japanese culture
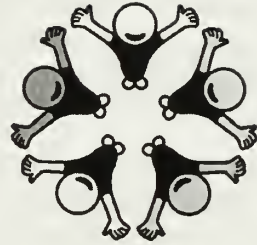
affirming diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens.**

personal growth and future opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship includes citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Japanese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Japanese culture, applying cultural knowledge, diversity within Japanese culture and valuing Japanese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Japanese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of Japanese culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Japanese culture

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Japanese culture	a. formulate questions about elements of Japanese culture b. identify and use a variety of sources to find out about Japanese culture	a. organize and represent information about Japanese culture
GC–1.2 knowledge of Japanese culture	a. explore and identify some elements of Japanese culture	a. explore and identify some elements of Japanese culture	a. explore and identify some elements of Japanese culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Japanese culture to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of Japanese culture to interact with people and to interpret texts	a. identify different elements of Japanese culture and speculate on their origins
GC–1.4 diversity within Japanese culture	a. explore diversity with the Japanese culture	a. apply knowledge of diverse elements of Japanese culture to interact with people and to interpret texts	a. apply knowledge of diverse elements of Japanese culture to interact with people and to interpret texts
GC–1.5 valuing Japanese culture	a. participate in activities that reflect Japanese culture	a. participate in activities that reflect Japanese culture	a. participate in, and contribute to, activities and experiences that reflect Japanese culture

GC–2 affirming diversity

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
GC–2.1 awareness of first language		a. identify some words in their first language that have been borrowed from Japanese or from other languages	a. compare oral and written aspects of their first language and Japanese	a. compare and contrast variations in their own language(s) and in the Japanese language
GC–2.2 general language knowledge		a. recognize that languages may have regional differences	a. recognize that languages can be grouped into families based on common origins	a. explore how and why languages borrow from one another b. explore how culture influences language
GC–2.3 awareness of own culture		a. identify some influences on their personal cultural identity	a. identify some of the past and present relationships between Japanese culture and their own culture	a. identify some of the past and present relationships between Japanese culture and their own culture
GC–2.4 general cultural knowledge		a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different cultural practices and products or different interpretations of texts
GC–2.5 valuing diversity		a. demonstrate curiosity about other languages and cultures b. identify different perspectives	a. recognize and acknowledge different perspectives	a. recognize and acknowledge different perspectives
GC–2.6 intercultural skills		a. explore representations of their own culture created by members of another culture b. identify stereotypical thinking	a. identify and use resources to make contact with other countries and cultures b. examine stereotypical thinking	a. recognize and analyze stereotypical thinking

GC–3 personal growth and future opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 Japanese language and culture	a. explore personal reasons for learning Japanese b. identify elements of Japanese culture that are of personal interest; e.g., holidays, special days, shopping, money, community	a. explore personal reasons for learning Japanese b. identify elements of Japanese culture that are of personal interest; e.g., people, transportation, weather	a. explore personal reasons for learning Japanese b. identify elements of Japanese culture that are of personal interest; e.g., travel, fashion, work, the media c. identify some careers that use knowledge of the Japanese language
GC–3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest b. identify elements of cultures that are of personal interest; e.g., holidays, special days, shopping, money, community	a. explore personal reasons for learning additional languages and experiencing other cultures b. identify elements of cultures that are of personal interest; e.g., people, transportation, weather	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills b. identify elements of cultures that are of personal interest; e.g., travel, fashion, work, the media

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries, kana cards and kanji cards
- experiment with various elements of the language
- use mental images to remember new information and writing systems
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Japanese and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Japanese or in your own language
- find information, using reference materials such as dictionaries, textbooks, the Internet and human resources
- use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings

- make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use hiragana and katakana charts
- memorize characters by writing them repeatedly or reading them silently or aloud

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the language learning task
- reflect on language learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in group activities
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as possible
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- acknowledge being spoken to, using verbal and nonverbal cues such as *hai, ee, soudesu ka* and nodding
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head

- assess feedback from a conversation partner to recognize when a message has not been understood
- ask for clarification or repetition when you do not understand; e.g., *mou ichido itte kudasai, ~tte nandesu ka*
- use other speakers' words in subsequent conversations
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction; e.g., *hon* for *kyoukasho*
- invite others into the discussion; e.g., *dou omoimasu ka*
- ask for confirmation that a form used is correct; e.g., *ii desu ka, tadashii desu ka*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto ..., anou ..., soudesu ne, demo ..., sumimasen*
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *tosho-shitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., *~to yuu koto desu ka, ~ n desu ka*
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- ask follow-up questions to check for understanding; e.g., *wakarimasu ka*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- self-correct if errors lead to misunderstandings

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system or kanji to aid reading comprehension; e.g., sounding out aloud katakana words

- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- use knowledge of writing systems to identify functions of parts of sentences
- use knowledge of writing systems to aid reading
- use physical markers that divide sections of text to assist comprehension

Productive
- mimic what the speaker says
- use nonverbal means to communicate
- copy what others say, write or do; e.g., bowing
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists

- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning

- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
S–1.1 cognitive		a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive		a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective		a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

PUNJABI LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Punjabi language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Punjabi Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

Global Citizenship

The learning of Punjabi, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, learning Punjabi is a means of cultural enrichment. It is also an excellent means of fostering understanding and solidarity among peoples and countries. Furthermore, learning Punjabi gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society.

A Means of Communication

Punjabi is spoken by more than 90 million people in the world. The language originated in India and Pakistan. Today, Punjabi is a global language spoken in many countries, including India, Pakistan, Bangladesh, Great Britain, Australia, Singapore, Malaysia, Kenya, Fiji and the United States of America.

Punjabi is also widely spoken throughout Alberta and many parts of Canada. It continues to be a rapidly growing language and culture within Alberta and other parts of Canada. Acquiring Punjabi as an additional language, therefore, opens up important doors for communicating with others.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Punjabi or a family connection to the culture, there is the opportunity to maintain contact with their language, culture and heritage. For some, there is the opportunity to renew and further develop literacy in their first language, which is not necessarily the majority language in the community.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Economic Benefits

In today's world, knowledge of a second language and culture in general, and Punjabi in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Punjabi as a second or additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who have some knowledge of Punjabi and develop literacy skills in the language. It is also true for students who come to the class with no knowledge of Punjabi, who are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Punjabi.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.
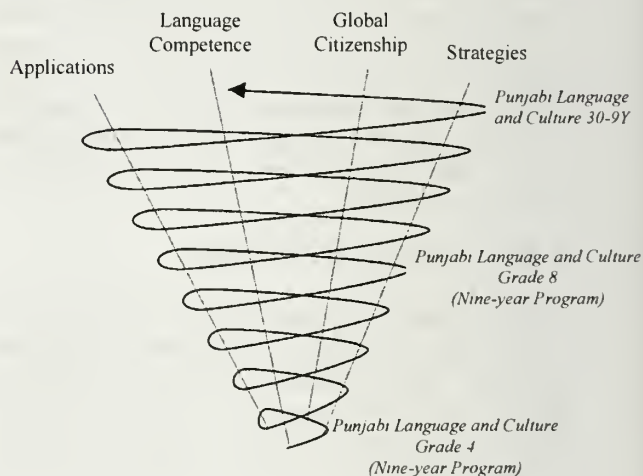
Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with Punjabi.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Punjabi **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.
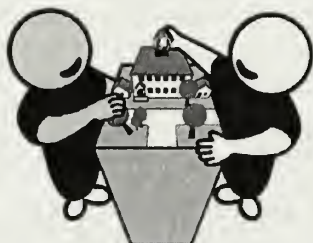
Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use Punjabi in a variety of **situations** and for a variety of **purposes**.
A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Punjabi **effectively** and **competently**.
LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
GC–1 historical and contemporary elements of Punjabi culture
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

cluster heading
for specific
outcomes

LC–2   **interpret and produce oral texts**

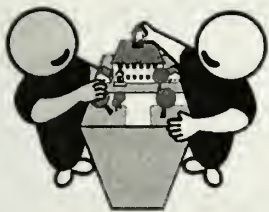|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short, simple oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and self-correction	a. manage simple, routine interactions with ease, using pauses for planning and self-correction	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

Students will use Punjabi in a variety
of situations and for a variety of purposes.

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with Punjabi; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Punjabi language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Punjabi.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to impart and receive information

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a familiar topic	a. understand and use definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, and approval and disapproval	a. inquire about and express interest or lack of interest, and satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about emotions and feelings in a variety of familiar contexts b. express emotions and feelings in a variety of familiar contexts	a. compare the expression of emotions and feelings in a variety of informal situations	a. inquire about emotions and feelings in formal situations b. express emotions and feelings in formal situations

A–3   to get things done

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
A–3.1 guide actions of others		a. make and respond to suggestions in a variety of familiar situations	a. give and respond to advice and warnings	a. make and respond to suggestions or requests in informal situations
A–3.2 state personal actions		a. state personal actions in the future	a. state personal actions in the past b. make a promise and express intention in a variety of situations	a. state personal actions in the past, present and future b. accept or decline, with an explanation, an offer or invitation
A–3.3 manage group actions		a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. clarify another member's contribution

A–4   to form, maintain and change interpersonal relationships

		Students will be able to:		
A–4.1 manage personal relationships		a. initiate and participate in casual exchanges with peers	a. use routine means of interpersonal communication	a. give and respond to compliments appropriately

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways	a. explore and express the meaning of what they are doing
A–5.2 gather and organize information	a. compose questions to guide research b. identify sources of information c. gather information, using a prepared format	a. gather information from a variety of resources b. identify useful and reliable resources c. organize and manipulate information	a. prepare a format to gather information b. organize, manipulate and transform information
A–5.3 solve problems	a. define a problem and use the steps in the problem-solving process	a. describe a problem b. gather information from a variety of sources to propose solutions to problems	a. analyze a problem by extracting and manipulating key elements
A–5.4 explore opinions and values	a. distinguish fact from opinion	a. explore how values influence behaviour	a. provide reasons for their position on an issue

A–6   for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and
produce oral texts

interpret and
produce written and
visual texts

attend to form

**Students will use Punjabi
effectively and competently.**

apply knowledge of how
discourse is organized, structured
and sequenced

apply knowledge of the
sociocultural context

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of Punjabi and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
Students will use Punjabi **effectively** and **competently**.

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. identify and reproduce some critical sound distinctions that are important for meaning	a. reproduce, comprehensibly, the pronunciation of unfamiliar words b. recognize medial, low and high tones	a. use intonation, stress and rhythm appropriately in familiar situations b. identify medial, low and high tones
LC–1.2 orthography	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. apply some common spelling rules	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. use basic spelling rules consistently in writing familiar words and phrases	a. recognize and use the Gurmukhi Lippi syllables and Lagga Matra signs that correspond to high frequency sounds b. use basic mechanical conventions
LC–1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • traditions • people and places in my community • transportation • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • fashion • shopping/money • cooking • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • travel • entertainment • social events • any other lexical fields that meet their needs and interests

(continued)

Note: The Punjabi alphabet has six bindi letters: **S < G J F .l**
The orthography and pronunciation of these letters may cause confusion, particularly in borrowed words of Persian and Farsi descent; for example, oral pronunciation of the letters *f* and *ph* would be articulated as:
f = **F**
ph = **f**

Gurmukhi Lippi refers to the set of syllables associated with the basic Punjabi sounds; for example, **P a X s h**

Lagga Matra refers to the signs added to syllables from the Gurmukhi Lippi to make additional sounds; for example, **l** (Bihari) produces the sound of "ee" when it comes after a syllable, so **sl** is pronounced "see" (Sassay noon Bihari = See).

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

a. recognize and use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4 grammatical elements

Adjectives
- superlative and comparative
  v.D;, Ps t' v.D;, sB t;' v.D;

Verbs
- future tense (plural)
  asl' j;v'g.
  Ph j;Ng.
- past tense (plural)
  Qx dxd sn.
- imperative
  c;p kr, mr v.l vK, rl; n'
  P;_

Adverbs
- quality
  cg;, m;x;, vwlA, QTIA
- quantity
  Q.T, bht

Obliques
- **tsl' mr n;l Av**

Pronouns
- neutral
  asl;, tsl'
- interrogative
  ikP'
  kd'
  ikv'
  ikn
  ikn;

Adverbs
- numbers
  iXk iX.k, kXl v;rl
- quantity
  bht;, qx;

Adverbs
- emphasis
  iblkl, Jrr
- causes
  ikP'ik, iXs krk
- comparative and superlative
  r;m tJ dxd; h.
  S;m Ps t vl tJ dxd; h.

Note: The personal singular pronoun **t** is followed by the word **tsl'**, not the plural form **tsl'**, to express respect.

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

(continued)

LC–1 attend to form

<div style="writing-mode: vertical-lr">LC–1.4 grammatical elements</div>

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

Grade 7	Grade 8	Grade 9

Nouns
• singular irregular
  k;gJ
• plural irregular
  k;gJ
Pronouns
• personal (plural)
  asl¦, tsl¦, Ph
• interrogative
  kN, ikv¦, ikq
• possessive
  **mr;/mrl, tr;/trl, Phd;/
  iXhdl**
Verbs
• future tense (singular)
  **m¦ j;v'gl.
  Ph j;vg;.**
• present tense (plural)
  **asl' rTl K'd h¦.
  tsl' rTl K'd h.**
Adverbs
• quality manners
  **hll bl
  ztl kr**
• place
  hW¦, Ppr, adr, b;hr
Conjunctions
• **t (at), ik (k), j¦, t¦, ikP¦ik,
  n;l, pr**
	Postpositions★
	• **adr, b;hr, P.pr, n;l, ivlc, hW¦**
	Adjectives
	• superlative and
	  comparative
	  v.D;, Ps t¦ v.D;, sB t¦ v.D;
	Verbs
	• future tense (plural)
	  **asl' j;v'g.
	  Ph j;Ng.**
	• past tense (singular)
	  **m¦ rTl K;wl sl.
	  t rTl K;wl sl.
	  Ps n rTl K;wl sl.**
	• past tense (plural)
	  **asl' rTl K;wl sl.
	  tsl' rTl K;wl sl.
	  Phn' n rTl K;wl sl.**
	• imperative
	  **clp kr, mr vll vK, rl; n'
	  p;_, t j;h/tsl¦ j;v**
	Adverbs
	• quality
	  cg;, m;x;, vwlA, QTlA
	• quantity
	  Q.T, qx;, bht, bht;
	Conjunctions
	• **t (at), ik (k), j¦, t¦, ikP¦ik,
	  n;l, pr**
	Obliques
	• **tsl¦ mr n;l Av.**
		Pronouns
		• neutral
		  asl¦, tsl¦
		• interrogative
		  **ikP¦
		  kd¦
		  ikv¦
		  ikn
		  ikn;**
		Verbs
		• past tense (singular)
		  **m¦ rTl K;wl sl.
		  t rTl K;wl sl.
		  Ps n rTl K;wl sl.**
		• past tense (plural)
		  **asl' rTl K;wl sl.
		  tsl' rTl K;wl sl.
		  Phn' n rTl K;wl sl.**
		Adverbs
		• numbers
		  iX¦k iX¦k, kX¦ v;rl
		• quantity
		  bht;, qx;
		Obliques
		• **tsl¦ mr n;l Av.**

★ In Punjabi, a preposition is referred to as a postposition. A postposition appears after a noun or pronoun rather than before it;
e.g., **rsXl Qr d adr h.**

(continued)

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific
    linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations
    will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar
    contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements:..

Nouns
- singular regular
  gDl, rx;
- plural regular
  gDla', rx

Verbs
- present tense (singular)
  Ph KDd;/KDdl h.

Adverbs
- time (date)
  ajj, kll, prs'

Pronouns
- personal (plural)
  asl', tsl', Ph
- possessive
  tr;/trl, mr;/mrl, Phd;/iXhdl

Verbs
- present tense (plural)
  asl' rTl K'd h'.
  tsl' rTl K'd h.
- future tense (singular)
  m' j;v'gl.
  Ph j;vg;.

Adverbs
- place
  hW', P;pr, adr, b;hr

Conjunctions
- **t (at), ik (k), j', t', ikP'ik, n;l, pr**

Nouns
- singular irregular
  k;gJ
- plural irregular
  k;gJ

Postpositions ★
- **adr, b;hr, P;pr, n;l, iv;c, hW'**

Pronouns
- interrogative
  kN, ikv', ik;q

Adjectives
- comparative and superlative
  v;D;, Ps t v;D;, sB t' v;D;.

Noun–Adjective Agreement
- singular
  zT; mD;, zTl kxl
- plural
  zT mD, zTla' kxla'

Verbs
- future tense (plural)
  asl' j;v'g.
  Ph j;Ng.
- past tense (singular)
  m' rTl K;wl sl.
  t rTl K;wl sl.
  Ps n rTl K;wl sl.
- past tense (plural)
  asl' rTl K;wl sl.
  tsl' rTl K;wl sl.
  Phn' n rTl K;wl sl.
- imperative
  c;p kr, mr v.l vK, rl; n'
  p;_, t j;h/tsl' j;v.

Adverbs
- quality
  cg;, m;x;, vwlA, QTlA
- quantity
  Q;T, qx;, bht, bht;
- quality (manners)
  hll bl
  ztl kr

Obliques
- **tsl' mr n;l Av.**

Conjunctions
- **t (at), ik (k), j', t', ikP'ik, n;l, pr**

★ In Punjabi, a preposition is referred to as a postposition. A postposition appears after a noun or pronoun rather than before it; e.g., **rsXl Qr d adr h.**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2 interpret and produce oral texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 listening	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short, simple oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 speaking	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and self-correction	a. manage simple, routine interactions with ease, using pauses for planning and self-correction	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

LC–3 interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 reading	a. understand short, simple written sentences in unguided situations	a. understand short written texts on familiar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations
LC–3.2 written production	a. produce short, simple written texts in guided situations	a. produce a variety of short, simple written texts in guided situations	a. produce a variety of short, simple written texts in unguided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided situations	a. derive meaning from the visual elements of a variety of media in unguided situations	a. derive meaning from multiple visual elements in a variety of media in unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements and other forms of nonverbal communication in a variety of media in unguided situations	a. express meaning through the use of multiple visual elements and other forms of nonverbal communication in a variety of media in guided situations	a. express meaning through the use of multiple visual elements and other forms of nonverbal communication in a variety of media in unguided situations

LC–4 apply knowledge of the sociocultural context

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. identify socially appropriate language in specific situations	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use some simple idiomatic expressions to enhance communication	a. use some simple idiomatic expressions to enhance communication	a. use some simple idiomatic expressions to enhance communication
LC–4.3 variations in language	a. recognize some common regional variations in Punjabi	a. recognize other influences resulting in variations in Punjabi	a. recognize other influences resulting in variations in Punjabi
LC–4.4 social conventions	a. recognize important social conventions in everyday interactions	a. recognize the use of social conventions encountered in oral and simple written texts	a. interpret and use appropriate social conventions in daily interactions
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. understand nonverbal behaviours that are considered impolite in certain contexts

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms	a. use a variety of familiar text forms and media in their own productions
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions

Global Citizenship
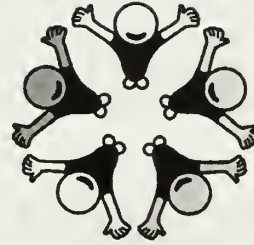
historical and contemporary
elements of Punjabi culture

affirming diversity

Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Punjabi culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Punjabi culture, applying cultural knowledge, diversity within Punjabi culture and valuing Punjabi culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Punjabi culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Punjabi culture

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Punjabi culture	a. use basic research skills to find out about Punjabi culture b. identify and use a variety of sources of information to find out about Punjabi culture	a. organize and represent information about elements of Punjabi culture in a variety of ways
GC–1.2 knowledge of Punjabi culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture	a. explore and identify some elements of Punjabi culture b. compare and contrast some elements of the Punjabi culture with their own culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Punjabi culture to interpret cultural behaviours that are similar to, and/or different from, their own	a. apply knowledge of elements of Punjabi culture in interactions with people and in interpreting texts	a. identify different perspectives on Punjabi culture and explore and reflect on their origins
GC–1.4 diversity within Punjabi culture	a. apply knowledge of diverse elements of Punjabi culture in interactions with people and in interpreting texts	a. apply knowledge of diverse elements of Punjabi culture in interactions with people and in interpreting texts	a. identify different perspectives on diverse elements of Punjabi culture and explore and reflect on their origins
GC–1.5 valuing Punjabi culture	a. recognize cultural behaviour that is different from their own	a. participate in, and contribute to, activities and experiences that reflect Punjabi culture	a. examine their own perceptions of Punjabi language and culture, including stereotypes

GC–2 affirming diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. compare oral and written aspects of their first language and Punjabi	a. identify some words in their first language that have been borrowed from Punjabi or from other languages	a. identify some regional variations in their first language
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify how cultural influences affect individuals and their behaviour b. make connections between individuals or situations in texts and their own personal experiences	a. identify some relationships between their own culture and other cultures	a. examine common stereotypes about their own culture held by the Punjabi-speaking world
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives	a. appreciate the value of different perspectives
GC–2.6 intercultural skills	a. explore how their perspective is shaped by a variety of factors	a. explore and examine representations of their own culture created by members of another culture b. recognize stereotypical thinking	a. examine the consequences of stereotypical thinking

GC–3 personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 Punjabi language and culture	a. identify aspects of Punjabi language and culture that are of personal interest	a. explore personal reasons for learning Punjabi language and culture	a. identify some careers that use knowledge of Punjabi language and culture b. identify some personal benefits of learning Punjabi language and culture
GC–3.2 cultural and linguistic diversity	a. identify aspects of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures b. identify personal reasons for learning international languages

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Punjabi
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Punjabi and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Punjabi or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Punjabi
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., "Pardon," "Sorry," "I didn't understand," raised eyebrows, blank look (Formal: m¡F krn¡¡ mn smZ nhl a¡Xl¡; Informal: tsl' kl ikh¡?)
- ask for clarification or repetition when you do not understand; e.g., "What do you mean by …?" "Could you say that again, please?" (Formal: th¡D¡ kl mtlb h? Jr¡ db¡r¡ d.sN¡.; Informal: kl ikh¡ tsl'? [with raised eyebrows])
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look

- start again, using a different tactic, when communication breaks down; e.g., "What I'm trying to say is ..." (Formal: **mr¦ kihN d¦ mt▌b h** ...; Informal: **m╵ th¦n iXh ds rhl / irh¦ h╵** ...)
- use a simple word similar to the concept to convey, and invite correction; e.g., "fruit" for "banana" (**f▌** for **k▌¦**)
- invite others into the discussion; e.g., **iXs b¦r th¦D¦ kl i<a¦▌ h?**
- ask for confirmation that a form used is correct; e.g., "Can you say that?" **k▌ tsl╵ iXsn _____ kih skd h?**
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., "Well, actually ..." "Where was I?" (**as▌ ivc¦ m╵ kl kih rhl / irh¦ sl?**)
- use circumlocution to compensate for lack of vocabulary; e.g., "the thing you use to serve food with" for "serving spoon" (**ijjs d n¦▌ as▌ sbJl p¦P╵d h╵ - kxzl**)
- repeat part of what someone has said to confirm mutual understanding; e.g., "So what you are saying is ..." (**s¦ tsl╵ iXh kih rh h** ...)
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., "Am I making sense?" (**kl m╵ Wlk kih rhl / irh¦ h╵?**)
- use suitable phrases to intervene in a discussion; e.g., "Speaking of ..." (Formal: **h╵¦ mn hN y¦d AiXA** ...; Informal: **s¦c m╵ kihN¦ sl** ...)
- self-correct if errors lead to misunderstandings; e.g., "What I mean to say is ..." (Formal: **mr kihN d¦ mt▌b h** ...; Informal: **m╵ kihN¦ iXh sl** ...)

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts

- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task

- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1 language learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

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See pages 31 to 33 for a sample list of language use strategies.

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

SPANISH LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Spanish language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Spanish Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PROGRAM RATIONALE

Over 400 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of any international language, learning Spanish permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly with Spanish-speaking people. As well, for some students with prior knowledge of the language and cultures, it offers an opportunity for renewed contact. Learning the language contributes to maintaining and developing literacy for those whose first language is Spanish.

The learning of Spanish, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives individuals the opportunity to identify, question and challenge their own cultural assumptions, values and perspectives and to contribute positively to society.

There is also significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

Moreover, in today's world, the knowledge of a second language and culture in general is a benefit for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace. Given the important economic role that Spanish-speaking

countries are playing in the international market, and given their increasing trading partnership with Alberta, the learning of Spanish provides an important economic advantage.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Spanish as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some background knowledge of Spanish and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Spanish and are studying Spanish as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Spanish.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Spanish-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.
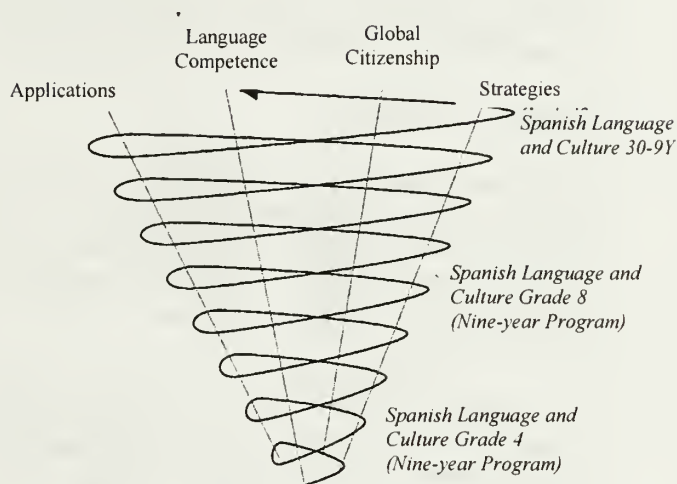
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of

proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Spanish **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.
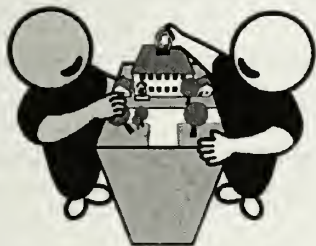
Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications

Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Spanish **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce texts
LC–3 apply knowledge of the sociocultural context
LC–4 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

> **General Outcome for Language Competence**
> Students will use Spanish **effectively** and **competently**.

cluster heading for specific outcomes →

LC–4   apply knowledge of how discourse is organized, structured and sequenced

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–4.1 cohesion/coherence		a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC–4.2 text forms		a. recognize various text forms delivered through a variety of media	a. examine the structure of a variety of text forms	a. use a variety of familiar, short text forms and media in their own productions
LC–4.3 patterns of social interaction		a. initiate interactions and respond, in familiar situations, using social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns in a variety of situations

read each page vertically for the outcomes expected at the end of each grade
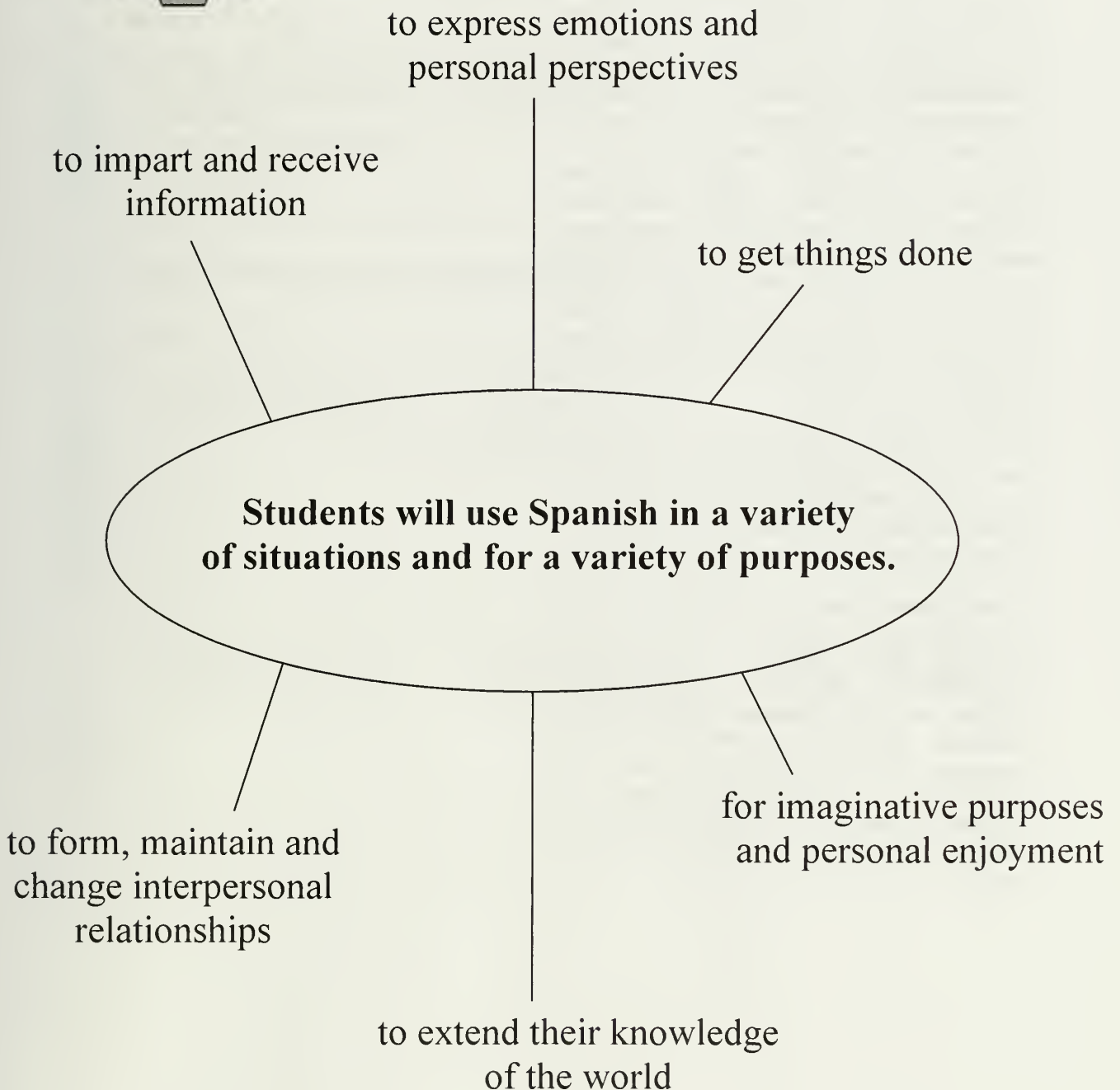
strand headings for specific outcomes →

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to impart and receive
information

to get things done

**Students will use Spanish in a variety
of situations and for a variety of purposes.**

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Spanish language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Spanish language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1 to impart and receive information

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. understand information, such as definitions, comparisons and examples b. provide simple explanations; e.g., an enchilada is a Mexican food	a. provide information on several aspects of a topic	a. share facts about events that took place in the past or that may take place in the future

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement	a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	a. inquire about and express the ability to complete an action and the certainty of an event
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in a variety of situations

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. respond to and make suggestions in a variety of situations	a. give and respond to advice and warnings	a. give and respond to directions and instructions in formal and informal situations b. make and respond to requests in formal and informal situations
A–3.2 state personal actions	a. state personal actions in the present	a. state personal actions in the future and past	a. state personal actions in the future and past b. express intention in a variety of situations
A–3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for contributions of others b. offer to explain or clarify	a. explain, clarify or elaborate on another member's contribution	a. negotiate with peers in small-group situations

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates; e.g., discuss shopping plans, chores and family activities	a. use routine means of interpersonal communications; e.g., personal notes, taking messages, letters, e-mail messages	a. offer and respond to compliments and congratulations

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to clarify understanding and knowledge	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity
A–5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	a. identify useful and reliable resources	a. organize information in a logical manner
A–5.3 solve problems	a. describe and examine a problem, then propose solutions	a. generate and evaluate potential solutions to problems	a. use information collected from various sources to solve problems
A–5.4 explore opinions and values	a. provide reasons for their opinions on topics within their experience	a. distinguish fact from opinion	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story

A–6 for imaginative purposes and personal enjoyment

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret simple humour; e.g., create humorous anecdotes/skits	a. use the language for fun and to interpret simple humour; e.g., talk about/create comic strips/cartoons	a. use the language for fun and to appreciate simple humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to music	a. use the language for personal enjoyment; e.g., play games	a. use the language for personal enjoyment; e.g., watch sports broadcasts

Language Competence

interpret and
produce texts

attend to form

**Students will use Spanish
effectively and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized, structured
and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Spanish language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. identify and reproduce some critical sound distinctions and intonations that are important for meaning	a. use intonation, stress and rhythm appropriately in familiar situations	a. approximate the pronunciation of unfamiliar words
LC–1.2 orthography	a. apply some common spelling rules b. use some basic mechanical conventions	a. write familiar words and phrases, including accents, correctly and consistently b. use basic mechanical conventions	a. use basic mechanical conventions consistently b. recognize the role that accentuation plays in the Spanish language
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • family traditions • friends and activities • fashion/clothing • the body • vacation and travel • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • shopping and money • helping the environment • cooking and food preparation • music and dances of the Spanish-speaking world • arts and crafts of the Spanish-speaking world • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • restaurants and eating out • technology • pop culture of the Spanish-speaking world • career opportunities • the world of sports • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9

• substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas*
• direct object pronouns: *me, te, lo, la, los, las, os, nos*
• demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas*
• comparisons: *más ... que, menos ... que, tan ... como*
• *tener que* + infinitive
• present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*
• irregular *yo* forms: *salir, hacer, poner, dar*
• present progressive
• reflexive verbs (all forms)
• future action *ir a* + infinitive
• adverbial phrases
• prepositions: *entre, sin, hasta*
• contractions: *al, del*
• prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*
 	
Sentence Structure:
• question words: [¿...?] *cuánto, cuál* (all forms)
• affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★
	• direct object indicator *a* used when referring to a person/people; e.g., *Vi a tu hermano* = I saw your brother
	• indirect object pronouns: *me, te, le, nos, os, les*
	• pronouns as objects of prepositions: *mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo*
	• superlative; e.g., *el chico más alto*
	• preterit regular verbs
	• distinction between/use of *saber* and *conocer* present tense
	• prepositions: *por, para*
	
	Sentence Structure:
	• impersonal expressions and infinitive (*Es necesario*)
	• negative commands using *tú, usted, nosotros, ustedes/vosotros*
	• complex sentences using the conjunctions *porque/ya que, cuando, mientras* (affirmative, negative, interrogative)
		• diminutives: *-ito, -ita, -itos, -itas*
		• demonstrative pronouns
		• irregular comparatives: *bueno, malo, mejor, peor, menor, mayor*
		• present perfect
		• preterit stem-changing verbs and irregular verbs; e.g., *ser, hacer, poder*
		• conditional
		• subjunctive mood (present):
		  – to express wishes and hopes; e.g., *Ojalá que ..., Quiero que ...*
		  – to express emotion; e.g., *alegrarse, sentir que ...*
		
		Sentence Structure:
		• complex sentences using conjunctions: *o ... o, ni ... ni*

(continued)

★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1   attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7

- use of *vosotros**
- noun–adjective agreement: number and gender
- possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras**
- demonstrative adjectives: *este, esta, estos, estas*
- regular -*er*, -*ir* verbs (present tense all persons)
- *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
- *gusta/gustan* (*nos, os, les*)
- adverbs (time, manner, place, quantity)
- common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
- prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*

Sentence Structure:
- question words: [¿...?] *qué, cómo, dónde, por qué, cuándo, quién*
- simple compound sentences using conjunctions *y, o* and *pero*

Grade 8

- noun–adjective agreement: number and gender
- substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas*
- direct object pronouns: *me, te, lo, la, los, las, os, nos*
- demonstrative adjectives: *ese, esa, esos, esas, aquel, aquella, aquellos, aquellas*
- comparisons: *más ... que, menos ... que, tan ... como*
- *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
- present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*
- irregular *yo* forms: *salir, hacer, poner, dar*
- present progressive
- reflexive verbs (all forms)
- *tener que* + infinitive
- future action *ir a* + infinitive
- adverbial phrases
- prepositions: *entre, sin, hasta*
- contractions: *al, del*

Sentence Structure:
- question words: [¿...?] *cuánto, cuál* (all forms)
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes***

Grade 9

- noun–adjective agreement: number and gender
- direct object pronouns: *me, te, lo, la, los, las, os, nos*
- direct object indicator *a* used when referring to a person/people
- indirect object pronouns: *me, te, le, nos, os, les*
- pronouns as objects of prepositions: *mí, tí, él, ella, usted, nosotros (as), vosotros (as), conmigo, contigo*
- demonstrative adjectives
- superlative; e.g., *el chico más alto*
- present tense of common stem-changing verbs: *o→ue, e→ie, e→i, u→ue*
- distinction between/use of *saber* and *conocer* present tense
- reflexive verbs (all forms)
- preterit regular verbs
- prepositions: *por, para*

Sentence Structure:
- impersonal expressions and infinitive (*Es necesario*)
- negative commands using *tú, usted, nosotros, ustedes/vosotros*
- complex sentences using the conjunctions *porque/ya que, cuando, mientras* (affirmative, negative, interrogative)

(continued)

★ If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.
★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

<table>
<tr><td>

LC–1.4
grammatical elements

</td><td>

- subject pronouns (all forms)★★
- regular -*ar* verbs (present tense all persons)
- *gustar* (present tense all forms)
- *ir, tener, hacer* (present tense all forms)

Sentence Structure:
- affirmative sentences
- simple negative and interrogative sentences

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- possessive adjectives (all forms)★
- regular -*er*, -*ir* verbs (present tense all persons)
- common prepositions of location (*a, de, en*) and the preposition *con* in familiar situations
- prepositional phrases relating to location and direction; e.g., *debajo de, encima de, detrás de, delante de, dentro de*

Sentence Structure:
- question words: [¿...?] *qué, cómo, dónde, por qué, cuándo, quién*
- simple compound sentences using conjunctions *y, o* and *pero*

</td><td>

- substantive nouns/nominals formed from adjectives; e.g., *el blanco, la azul, los grandes, las medianas*
- comparisons: *más ... que, menos ... que, tan ... como*
- *ser* and *estar* (present tense all persons in familiar contexts; e.g., occupations, emotions, location)
- irregular *yo* forms: *salir, hacer, poner, dar*
- *tener que* + infinitive
- present progressive
- future action *ir a* + infinitive
- adverbs and adverbial phrases
- prepositions: *entre, sin, hasta*
- contractions: *al, del*

Sentence Structure:
- question words: [¿...?] *cuánto, cuál* (all forms)
- affirmative commands using *tú, usted, nosotros, vosotros/ustedes*★★

</td></tr>
</table>

★ If using *vosotros*, the possessive adjectives *vuestro, vuestros, vuestra, vuestras* are used.
★★ Teachers will guide students in the use of *ustedes/vosotros* as appropriate.

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2   interpret and produce texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics	a. understand the main points of short oral texts on a variety of topics
LC–2.2 oral production	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce a variety of short oral texts in unguided situations
LC–2.3 interactive fluency	a. manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary	a. manage short interactions with ease, using pauses for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair
LC–2.4 written interpretation	a. understand a variety of short, simple written texts in guided and unguided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand the main points and supporting details in short written texts on a variety of unfamiliar topics
LC–2.5 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations
LC–2.6 visual interpretation	a. derive meaning from visual elements of a variety of media in guided and unguided situations	a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations

(continued)

(continued)

LC–2 interpret and produce texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.7 representation	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	a. explore various ways that meaning can be expressed through the visual elements in a variety of media

LC–3 apply knowledge of the sociocultural context

|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 register	a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in specific situations	a. use suitable, simple formal language in a variety of contexts
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions correctly in familiar contexts	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture
LC–3.3 variations in language	a. recognize some common regional variations in language; e.g., the different pronunciations of *ce, ci, z*	a. recognize sociocultural influences resulting in variations in language; e.g., occupation	a. recognize other influences resulting in variations in language; e.g., technology-enabled communication forms such as text messages
LC–3.4 social conventions	a. recognize important social conventions in everyday interactions	a. interpret and use important social conventions in interactions	a. interpret the use of social conventions encountered in oral and written texts
LC–3.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize when nonverbal behaviours are considered impolite; e.g., avoiding eye contact	a. recognize the impact of appropriate and inappropriate use of nonverbal behaviours

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 cohesion/coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC–4.2 text forms	a. recognize various text forms delivered through a variety of media	a. examine the structure of a variety of text forms	a. use a variety of familiar, short text forms and media in their own productions
LC–4.3 patterns of social interaction	a. initiate interactions and respond, in familiar situations, using social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns	a. combine simple social interaction patterns in a variety of situations

Global Citizenship
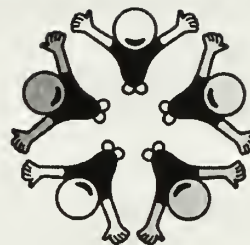
historical and contemporary
elements of the cultures of the
Spanish-speaking world

affirming diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of the cultures of the Spanish-speaking world," there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures, the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Spanish-speaking cultures, as well as knowledge of the diversity within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than developing a bank of knowledge about the cultures of the Spanish-speaking world, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions and use basic research skills to gather information about the Spanish-speaking world	a. organize and represent, in a variety of ways, information about elements of the cultures of the Spanish-speaking world	a. compare and make connections among elements of the cultures of the Spanish-speaking world b. examine information researched about cultures in the Spanish-speaking world
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. compare and contrast some elements of the cultures of the Spanish-speaking world with elements of their own culture(s)	a. explore and identify some key historical events and their influence on contemporary ways of life and cultural values of Spanish speakers	a. explore and identify some elements of the cultures of the Spanish-speaking world; e.g., cultural values, attitudes and interests of people their own age in the cultures of the Spanish-speaking world
GC–1.3 applying cultural knowledge	a. explore and compare elements of Spanish-speaking cultures with elements of their own culture(s) b. recognize cultural behaviours that are different from their own	a. compare and contrast major elements and cultural behaviours of Spanish-speaking cultures with elements and cultural behaviours of their own culture(s)	a. interpret elements and cultural behaviours of Spanish-speaking cultures and relate these elements and behaviours to those of their own culture(s)

(continued)

(continued)

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. compare and contrast elements of the diverse cultures of the Spanish-speaking world	a. organize and represent information on the diverse cultures of the Spanish-speaking world	a. identify different perspectives on diverse elements of the cultures of the Spanish-speaking world, and speculate on their origins
GC–1.5 valuing the cultures of the Spanish-speaking world	a. explore activities and experiences that reflect the cultures of the Spanish-speaking world	a. choose to participate in and contribute to activities and experiences that reflect the cultures of the Spanish-speaking world b. participate in activities and re-create experiences that reflect the cultures of the Spanish-speaking world	a. examine their own perceptions of Spanish and the cultures of the Spanish-speaking world, including stereotypes b. examine common stereotypes about the Spanish-speaking world

GC–2 affirming diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of own language(s)	a. identify some words in their own language(s) that have been borrowed from Spanish or from other languages	a. compare oral and written aspects of their own language(s) and Spanish	a. compare and contrast variations in their own language(s) with those in the Spanish language
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture(s)	a. identify some of the past and present relationships between the cultures of the Spanish-speaking world being studied and their own culture(s)	a. identify shared references and the different connotations attached to them in the cultures of the Spanish-speaking world being studied and in their own culture(s)	a. examine common stereotypes about their own culture(s) held by the Spanish-speaking world b. explore how cultural influences affect their understanding of their cultural identity
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products

(continued)

(continued)

GC–2 affirming diversity

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
GC–2.5 valuing diversity		a. demonstrate curiosity about other languages and cultures b. recognize and acknowledge different perspectives	a. acknowledge the limitations of adopting a single perspective b. recognize advantages of entertaining different perspectives	a. acknowledge and appreciate the value of different perspectives
GC–2.6 intercultural skills		a. explore representations of their own culture(s) created by members of another culture	a. identify and access public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking

GC–3 personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 the Spanish-speaking world and cultures	a. identify aspects of the arts of the cultures of the Spanish-speaking world that are of personal interest b. identify personal reasons for learning Spanish	a. identify aspects of the history of the cultures of the Spanish-speaking world that are of personal interest b. explore personal reasons for learning Spanish	a. identify aspects of the literature of the cultures of the Spanish-speaking world that are of personal interest b. discuss careers that use knowledge of Spanish
GC–3.2 cultural and linguistic diversity	a. explore personal reasons for learning additional languages and experiencing other cultures b. identify aspects of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures b. explore aspects of different cultures that are of personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills b. reflect on aspects of different cultures that are of personal interest

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- learn poems or lyrics, incorporating new vocabulary or sentence patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries or maintain a language learning journal
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Spanish and your own language(s)
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids that support language learning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- place new words or expressions in a context to make them easier to remember

- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups

- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- find ways to overcome/reduce anxiety
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- interpret and use a variety of nonverbal cues to communicate
- indicate lack of understanding of Spanish text/expressions through questioning in Spanish
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk

- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs or media

- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation) and publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts
- take notes in Spanish when reading or listening to assist in producing your own text
- edit and proofread the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., sports you have been involved in
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- write down key words and concepts in abbreviated form
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based

- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though you might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks
- participate in/initiate group problem-solving processes
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary
- use social interaction skills to enhance group learning activities

S–1   language learning

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
S–1.1 cognitive	a.	identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a.	identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a.	identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies
S–2.3 productive	a. identify and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies

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See pages 33 and 34 for a sample list of language use strategies.

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

UKRAINIAN LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Ukrainian language and culture in Grade 4. It constitutes the fourth, fifth and sixth years of the Ukrainian Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

The learning of Ukrainian, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, language learning is a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society.

A Means of Communication

Ukrainian is spoken by more than 50 million people in the world living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America and other countries. Ukrainian is closely related to other Slavic languages. Since there are almost 300 million people in the world who speak a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in Europe; i.e., Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia and Slovenia. Acquiring Ukrainian as an additional language, therefore, opens up important doors for communicating with others around the world.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Ukrainian or a family connection to the culture, there is the opportunity to renew contact with their language, culture and heritage. For some, there is the opportunity to maintain and further develop literacy in their first language, which is not necessarily the majority language in the community.

Economic Benefits

In today's world, knowledge of a second language and culture in general, and Ukrainian in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Ukrainian as a second or additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Ukrainian and further develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Ukrainian and are studying Ukrainian as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Ukrainian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with Ukrainian.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

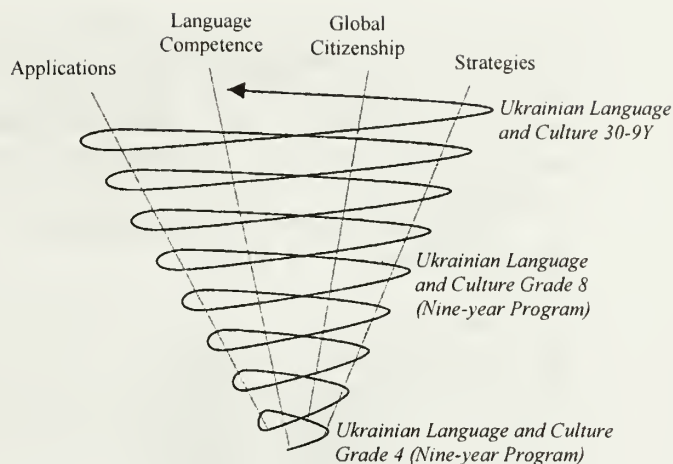**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and

interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

Applications   Language Competence   Global Citizenship   Strategies

Ukrainian Language and Culture 30–9Y

Ukrainian Language and Culture Grade 8 (Nine-year Program)

Ukrainian Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Ukrainian **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.
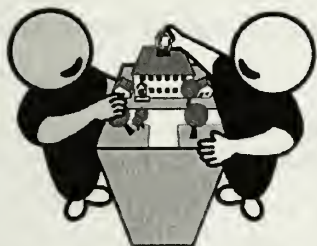
Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

The Four Components and Their General Outcomes

Applications [A]

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence [LC]

Students will use Ukrainian **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship [GC]

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Ukrainian culture
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies [S]

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

> **General Outcome for Language Competence**
> Students will use Ukrainian **effectively** and **competently.**

cluster heading
for specific
outcomes ⟩

LC–5 **apply knowledge of how discourse is organized, structured and sequenced**

read each page vertically for the outcomes
expected at the end of each grade

		Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
		Students will be able to:		
LC–5.1 cohesion/coherence		a. organize texts to indicate steps in a procedure or directions to follow b. interpret simple references within texts; e.g., pronouns	a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms b. interpret and use references within texts; e.g., demonstratives (цей/ця/це/ці; той/та/те/ті)
LC–5.2 text forms		a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals	a. examine and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., comic strips, letters, radio or television reports, articles, thank-you notes, birthday invitations
LC–5.3 patterns of social interaction		a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls	a. engage in simple social interaction patterns by using expanded vocabulary; e.g., invitation–acceptance/ refusal with explanation

strand headings for
specific outcomes ⟩

specific outcome statements for each grade

read each page horizontally for the developmental flow of
outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

Students will use Ukrainian in a variety of
situations and for a variety of purposes.

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Ukrainian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., "share factual information." Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Ukrainian language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Ukrainian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1   to impart and receive information

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic	a. provide information, including details	a. share information about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 7	**Grade 8**	**Grade 9**
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement/disagreement	a. inquire about and express interest/lack of interest and satisfaction/dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. express feelings in a variety of situations b. inquire about feelings in a variety of situations	a. express emotions and feelings in a variety of situations; e.g., in regard to a work of art or music b. inquire about emotions and feelings in a variety of situations

A–3   to get things done

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. make a suggestion in a variety of situations b. respond to a suggestion in a variety of situations	a. give and respond to advice and warnings	a. make and respond to suggestions or requests in formal situations; e.g., in a public library or post office
A–3.2 state personal actions	a. state personal actions in a variety of situations	a. express, in a variety of situations, intention to do something	a. accept or decline an offer or an invitation, with an explanation
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for the contributions of others b. negotiate in a simple way with peers in a small group	a. elaborate on or clarify another group member's contribution

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 7	Grade 8	Grade 9
A–4.1 manage personal relationships	a. initiate and participate in informal exchanges with classmates b. make and break social engagements in an appropriate manner	a. use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages	a. offer and respond to congratulations and express sympathy and regret

A–5   to extend their knowledge of the world

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore background knowledge about familiar topics and make connections to personal experiences
A–5.2 gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia, electronic	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts	a. gather information, using a prepared format; e.g., interview people, using prepared questions
A–5.3 solve problems	a. describe and examine a problem, then propose solutions	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems
A–5.4 explore opinions and values	a. provide reasons for their opinions	a. distinguish fact from opinion	a. explore how values influence behaviour; e.g., describe characters in a story and their motivations

A–6   **for imaginative purposes and personal enjoyment**

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour	a. use Ukrainian for fun and to understand and express simple humour; e.g., learn and perform songs, dances, short plays	a. use Ukrainian for fun and to interpret and express humour; e.g., interpret idiomatic expressions and figures of speech literally, using illustrations or short skits
A–6.2 creative/aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use Ukrainian creatively and for aesthetic purposes; e.g., write simple short stories	a. use Ukrainian creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap
A–6.3 personal enjoyment	a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance	a. use Ukrainian for personal enjoyment; e.g., find a pen pal/key pal and exchange letters/messages	a. use Ukrainian for personal enjoyment; e.g., use the Internet to explore the Ukrainian culture

Language Competence

interpret and
produce oral texts

interpret and produce
written and visual texts

attend to form

Students will use Ukrainian
effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Ukrainian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (morphology and syntax).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Ukrainian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1   attend to form

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. identify and reproduce some critical sound distinctions that are important for meaning	a. reproduce the pronunciation of familiar and unfamiliar words	a. use intonation, stress and rhythm appropriately in familiar situations
LC–1.2 orthography	a. recognize and use spelling rules and mechanical conventions correctly with familiar words b. use handwriting for written communication	a. recognize and use spelling rules and mechanical conventions correctly with familiar words and phrases b. use handwriting for written communication	a. recognize and use spelling rules and mechanical conventions correctly with familiar and unfamiliar words and phrases b. use handwriting for written communication
LC–1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • community • sports/games • transportation/travel • family traditions • food and eating out • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • relationships • vacation • entertainment/music • conflicts/problems • fashion • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • occupations • identity/style • health/wellness • social events • pop culture in the contemporary Ukrainian-speaking world • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–1 attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

<div style="writing-mode: vertical">LC–1.4 grammatical elements</div>

Nouns • genitive singular/plural • accusative singular/plural animate *Pronouns* • interrogative (хто, що, скільки, котрий) *Adjectives* • comparative/superlative • accusative plural animate • locative singular *Verbs* • common of motion (іти, їхати) • simple future tense • perfective aspect *Adverbs* • location, direction (тут, сюди, далеко, близько, всюди, внизу, вгорі, навкруги, навколо) *Numerals* • 5 and higher and noun agreement	*Nouns* • instrumental plural • locative plural *Pronouns* • personal dative (мені, тобі, йому, їй) *Adjectives* • genitive singular • dative singular • locative singular *Verbs* • -ся + instrumental (користуватися, гордитися, тішитися) • perfective/imperfective aspects *Adverbs* • quantity (багато) *Numerals* • 5 and higher and noun agreement	*Nouns* • irregular plural • accusative • genitive • dative plural (дівчатам, хлопцям) • irregular plural of locative, instrumental, dative *Pronouns* • personal locative (на мені, на тобі, на ній, на ньому) *Adjectives* • locative plural • dative plural • instrumental plural *Verbs* • frequency • perfective/imperfective aspects *Adverbs* • definite, indefinite (колинебудь/коли-небудь, колись)

(continued)

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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Ukrainian **effectively** and **competently**.

LC–1   attend to form

<table>
<tr><th>Grade 7
(Nine-year Program)</th><th>Grade 8
(Nine-year Program)</th><th>Grade 9
(Nine-year Program)</th></tr>
</table>

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–1.4
grammatical elements

Grade 7	Grade 8	Grade 9
Nouns	*Nouns*	*Nouns*
• accusative singular/plural animate	• accusative singular/plural animate	• accusative singular/plural animate
• accusative singular/plural inanimate	• accusative singular/plural inanimate	• accusative singular/plural inanimate
• genitive singular	• genitive plural	• genitive singular/plural
• nominative plural	• dative singular	• dative singular/plural
• locative singular	*Pronouns*	• locative plural
• instrumental singular	• possessive	• instrumental plural
• dative singular	• personal accusative singular (мене, його, її)	*Pronouns*
Pronouns	• personal instrumental	• personal dative
• possessive	*Adjectives*	• personal instrumental
• personal accusative (мене, тебе, вас, нас)	• noun–adjective agreement	*Adjectives*
• personal instrumental (зі мною, з нами)	• accusative singular	• accusative singular
Adjectives	• locative singular	• genitive singular
• noun–adjective agreement	*Verbs*	• dative singular
• accusative singular inanimate (новий зошит, нову книжку, нове радіо)	• imperative	• locative singular
	• common of motion	• instrumental singular
	• simple future tense	*Verbs*
Verbs	• past tense	• -ся + instrumental (користуватися, гордитися, тішитися)
• imperative	• present common reflexive (цікавитися, займатися)	
• past tense		• common of motion
• present common	*Adverbs*	• simple future tense
• present common reflexive	• location, direction	• perfective aspect
• simple future tense	• comparative, superlative	*Adverbs*
Adverbs	*Expressions*	• quantity (багато)
• comparative, superlative	• date and time	• location, direction
Expressions	*Numerals*	*Numerals*
• date and time: hours, minutes, intervals	• 5 and higher and noun agreement	• 5 and higher and noun agreement
Numerals		
• 1–4 and noun agreement, all genders		

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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1   attend to form

Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–1.4 grammatical elements

Grade 7	Grade 8	Grade 9
Nouns • nominative plural *Pronouns* • demonstrative *Adjectives* • noun–adjective agreement (nominative) • accusative plural inanimate *Verbs* • present common	*Nouns* • nominative irregular plural • genitive singular • locative singular • instrumental singular *Adjectives* • accusative singular inanimate *Verbs* • imperative • modal verbs: подобатися любити хотіти *Adverbs* • comparative, superlative *Numerals* • 1–4 and noun agreement *Expressions* • date and time	*Nouns* • genitive singular *Pronouns* • possessive • personal accusative singular • genitive singular *Verbs* • present common reflexive • past tense • imperative *Adjectives* • noun–adjective agreement (accusative) • accusative singular inanimate • comparative, superlative *Expressions* • time expressions using ordinal numbers (i.e., о першій годині)

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2   **interpret and produce oral texts**

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple oral texts in guided and unguided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations
LC–2.2 oral production	a. produce a variety of short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations	a. produce short oral texts in guided and unguided situations
LC–2.3 interactive fluency	a. manage simple, routine interactions, asking for repetition or clarification when necessary	a. manage simple, short interactions with ease, using pauses for planning and repair	a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC–3   interpret and produce written and visual texts

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–3.1 written interpretation	a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations	a. understand short written texts on familiar and unfamiliar topics in guided situations	a. understand short written texts on familiar and unfamiliar topics in guided situations
LC–3.2 written production	a. produce a variety of short, simple written texts in guided situations	a. produce short, simple written texts on familiar topics in guided and unguided situations	a. produce a variety of short, simple written texts on familiar topics in guided and unguided situations
LC–3.3 viewing	a. derive meaning from visual elements in a variety of media in guided situations	a. derive meaning from visual elements in a variety of media in guided and unguided situations	a. derive meaning from visual elements in a variety of media in guided and unguided situations
LC–3.4 representing	a. express meaning through verbal and nonverbal communication in a variety of media in guided situations	a. express meaning through the use of verbal and nonverbal communication in a variety of guided and unguided situations	a. express meaning through the use of verbal and nonverbal communication in a variety of guided and unguided situations

LC–4   apply knowledge of the sociocultural context

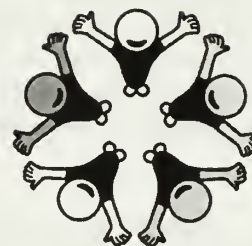|	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. identify polite and socially appropriate language in specific situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions correctly in familiar contexts	a. use learned idiomatic expressions in a variety of familiar contexts	a. examine the role of idiomatic expressions in culture
LC–4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, social class	a. recognize other influences resulting in variations in language; e.g., level of education, occupation
LC–4.4 social conventions	a. recognize important social conventions in everyday interactions	a. understand the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions
LC–4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite

LC–5   apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. organize texts to indicate steps in a procedure or directions to follow b. interpret simple references within texts; e.g., pronouns	a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms b. interpret and use references within texts; e.g., demonstratives (цей/ця/це/ці; той/та/те/ті)
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals	a. examine and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., comic strips, letters, radio or television reports, articles, thank-you notes, birthday invitations
LC–5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls	a. engage in simple social interaction patterns by using expanded vocabulary; e.g., invitation–acceptance/ refusal with explanation

Global Citizenship

historical and contemporary
elements of Ukrainian culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Ukrainian culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Ukrainian culture, applying cultural knowledge, diversity within Ukrainian culture and valuing Ukrainian culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Ukrainian culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture.

They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 **historical and contemporary elements of Ukrainian culture**

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. formulate questions about elements of Ukrainian culture beyond their immediate community	a. use basic research skills to find out about Ukrainian culture	a. identify and use a variety of sources of information to find out about Ukrainian culture
GC–1.2 knowledge of Ukrainian culture	a. explore some elements of Ukrainian culture beyond their immediate community	a. explore and identify some elements of Ukrainian culture beyond their immediate community	a. explore and identify some elements of Ukrainian culture beyond their immediate community
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own	a. apply knowledge of elements of Ukrainian culture in interactions with people and in interpreting texts	a. identify different perspectives on Ukrainian culture and speculate on their origins
GC–1.4 diversity within Ukrainian culture	a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts	a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts	a. identify different perspectives on diverse elements of Ukrainian culture and speculate on their origins
GC–1.5 valuing Ukrainian culture	a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture	a. examine their own perception of Ukrainian language and culture	a. show understanding for those whose cultural behaviour is different from their own

GC–2   affirming diversity

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–2.1 awareness of first language	a. identify aspects of their personal style in language use b. identify some regional variations in their first language	a. identify some words in their first language that have been borrowed from other languages	a. identify similarities and differences between their first language and Ukrainian in both oral and written forms
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families	a. recognize that languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture	a. identify how cultural influences affect individuals	a. identify common references shared by their own culture and other cultures	a. identify some of the past and present relationships between their own culture and other cultures
GC–2.4 general cultural knowledge	a. recognize that within any culture, there are important differences in the way people speak and behave	a. recognize the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity	a. demonstrate curiosity about other languages and cultures	a. recognize and acknowledge different perspectives	a. recognize the value of different perspectives
GC–2.6 intercultural skills	a. explore representations of their own culture and Ukrainian culture created by those who live in other cultures	a. identify and access public and private institutions that facilitate contact with other cultures and countries	a. recognize stereotypical thinking

GC–3   personal and career opportunities

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
GC–3.1 Ukrainian culture and language	a. identify aspects of Ukrainian culture that are of personal interest	a. identify some careers that use knowledge of the Ukrainian language	a. explore personal reasons for learning Ukrainian
GC–3.2 cultural and linguistic diversity	a. identify aspects of different cultures that are of personal interest	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Ukrainian
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Ukrainian and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive
- use words from your first language to get meaning across
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що…, Це означає, що…, Тобто…
- use a simple word similar to the concept to convey the concept, and invite correction; e.g., риба for лосось

- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., Скажім, Отже, І так, От, Значить, Ну
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,…, І так, на ваш погляд,…, Ви кажете, що…, Так, як я розумію,…
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розумієш?
- use suitable phrases to intervene in a discussion; e.g., Щодо (чого), то…, На рахунок (чого),…, Наприклад,…
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що…, Я намагалася сказати, що…, Я мала на увазі те, що…

Interpretive
- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text

- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1   language learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning

S–2   language use

	Grade 7 (Nine-year Program)	**Grade 8** (Nine-year Program)	**Grade 9** (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies to enhance language use	a. select and use a variety of interactive strategies to enhance language use	a. select and use a variety of interactive strategies to enhance language use
S–2.2 interpretive	a. identify and use a variety of interpretive strategies to enhance language use	a. select and use a variety of interpretive strategies to enhance language use	a. select and use a variety of interpretive strategies to enhance language use
S–2.3 productive	a. identify and use a variety of productive strategies to enhance language use	a. select and use a variety of productive strategies to enhance language use	a. select and use a variety of productive strategies to enhance language use

S–3   general learning

	Grade 7 (Nine-year Program)	Grade 8 (Nine-year Program)	Grade 9 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning

See page 33 for a sample list of general learning strategies.